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Scioto Technical College Status Study

Scioto Technical College

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SCIOTO TECHNICAL COLLEGE

STATUS STUDY



SUBMITTED TO
NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

MAY, 1973

STATUS STUDY
PREPARED BY THE FACULTY AND ADMINISTRATION
OF
SCIOTO TECHNICAL COLLEGE
FOR SUBMISSION TO
NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

May, 1973

Scioto Technical College
Box 766
Lucasville, Ohio 45648

PREFACE

In November, 1969, the taxpayers of Scioto County, Ohio, voted on a levy to build a Joint Vocational School and were informed by officials from the Office of Appalachia that, if such a levy were approved, they would receive over \$1,000,000 from the Federal Government for a Technical Institute. The levy passed and plans proceeded to build the Scioto County Joint Vocational High School and Technical Institute. The Ohio Board of Regents granted a charter to the Scioto County Technical Institute on May 15, 1970.

William T. Brazelton, consultant for the North Central Association of Colleges and Secondary Schools, visited the site on January 18, 1971, as a part of the evaluation of readiness for Correspondent status and on March 31, 1971, the institution received North Central Association Correspondent status.

In September, 1971, the Scioto Technical College began operations with an initial enrollment of 292 full-time equivalent students. On May 15, 1972, Dr. Brazelton visited the college and recommended that the institution develop a status study to submit by May, 1973.

For the 1972-73 school year, a new wing for the Dental Hygiene Clinic and Medical Technology Laboratory was opened, a new Medical Laboratory Technology was added to the curriculum, and the total student enrollment increased to 478 full-time equivalent students. In June the college plans to graduate its first class.

With the addition of three new technologies for the year 1973-74, the enrollment should exceed 600 full-time equivalent students.

Acknowledgment
to Faculty
and Faculty Coordinator

The assignment, placed upon a faculty unaware of the tremendous task of researching, compiling, and writing this Status Study for North Central, was commendably accomplished.

Each chairman, along with his respective committee, did an excellent job and devoted a considerable amount of time, both unselfishly and without remuneration. It is because of such a dedicated staff at Scioto Technical College that this report was so well done.

Special thanks are extended to Mrs. Cathleen Fluty, Faculty Coordinator, who took a great amount of personal pride in completing such a task, and to the typist, Diane Stonerock.

Tom Foti

Tom Foti
Vice-President

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I

WHAT IS THE EDUCATIONAL TASK
OF THE INSTITUTION?

Gary Gemmer, Chairman
Dr. Samuel Adams
Wayne Gunselman
Nancy Barnett

PHILOSOPHY

We believe that earning a living and living a life are tightly interwoven in today's constantly changing society and that each individual should have the opportunity to develop his own unique abilities and interests in such a way as to afford him maximum possibility for a worthwhile contribution to society with personal satisfaction in the process. The individual's pursuit of personal satisfaction must be combined with a genuine concern for his fellow man in order to counteract racial prejudice, political extremism, superiority complexes, excessive economic self-interest, and confused thinking.

We believe an individual can achieve personal satisfaction and make a real contribution to society if there is something he knows well and something he can do well.

We believe that technical education should be made available to all people who have a need for and an interest in training or retraining for a respectable para-profession which requires less than a baccalaureate degree.

We believe that the technical curriculum must be sufficiently concentrated in one area to provide employable "depth" and at the same time have enough breadth in related areas to provide for inevitable

changes in vocations and for variety in employer demands. In addition to adequate opportunities for problem solving and creative expression, there must be preparation of graduates for adequate cultural participation.

Scioto Technical College is chartered for the purpose of providing technical education to fulfill not only the occupational needs of Southern Ohio, but also the interests, occupational desires, and abilities of residents of these same areas.

The continuing and expanding need for health services is evident in the Southern Ohio area. Scioto Technical College has added allied health technologies to its initial technologies offered in order to meet this need.

The philosophy of the institution is to provide educational opportunities that will prepare any graduate of a secondary school to perform adequately as a para-professional, second only to the highly-skilled specialist. The augmentation of personal and social responsibility, as well as knowledge and self-direction, is an important part of this education.

OBJECTIVES

The Scioto Technical College was created by the Ohio Board of Regents on November 21, 1969, for the purpose of providing

two years of post-high school technical education to the citizens of Southern Ohio. It is a public institution of higher education designed to prepare persons for, upgrade or retrain them in, occupations for which graduation from a four-year college is not required. Its curricula reflect the vocational, academic, technical, and cultural needs of the youth and adults who participate in its programs and will enable them to work in a team relationship with both the professional people and the people at the skilled or vocational level of employment.

The primary objective of Scioto Technical College is the provision of less-than-baccalaureate education for individuals needing career preparation. In recognition of this objective, Scioto Technical College assumes its implied responsibilities for the student, the employer, and the community.

The Scioto Technical College will more specifically endeavor to:

1. Provide sufficient general education through a variety of quality educational programs for the semi-professional technician to assume personal and social responsibility in a democratic society;
2. Provide opportunity for semi-professional training and retraining for the area's youth and adults in engineering, business, secretarial, and allied health technologies;
3. Offer training at a level that will permit application to a baccalaureate degree in a technical field if desired;
4. Provide continuing education for persons who do not wish to leave the community and who desire to further their education;

5. Promote the practice of critical thinking and the scientific method of problem solving; and
6. Provide a public educational resource for business, industry, and the professions in the training of the semi-professional.

While performing the above tasks, Scioto Technical College endeavors to promote for the student a measure of understanding of our society and our cultural heritage.

Scioto Technical College endeavors to develop priorities to guide it in responding to the many demands with which it is faced. The college has an obligation to keep the public informed of its educational tasks and its efforts to accomplish them.

The faculty should understand, accept, and support the avowed purposes. This implies more than mere acceptance at the verbal level. Faculty members should seek to express the purposes through the things they do.

There should be projected plans for the future. The institution should continually and systematically seek evidence of its effectiveness in fulfilling its educational responsibilities.

CHARACTERISTICS OF THE COMMUNITY

Scioto Technical College is located in the Appalachian Region eight miles north of Portsmouth, Ohio. More specifically, the area is on the very border of Appalachia near the point of transition between

the coal-iron-rail economies of the northern Appalachian states and the coal-tobacco economies of the southern Appalachian states.

The region around Portsmouth consists principally of eroded, unglaciated plateaus interrupted by streams and narrow valleys.

There are flood plains running east-west and north-south which are approximately one mile in width. Beyond these plains, river bluffs rise to heights of 400 feet. These physical characteristics have been a significant factor in the settlement and development of the area, affecting population distribution and placing limitations on the use of the land for agriculture.

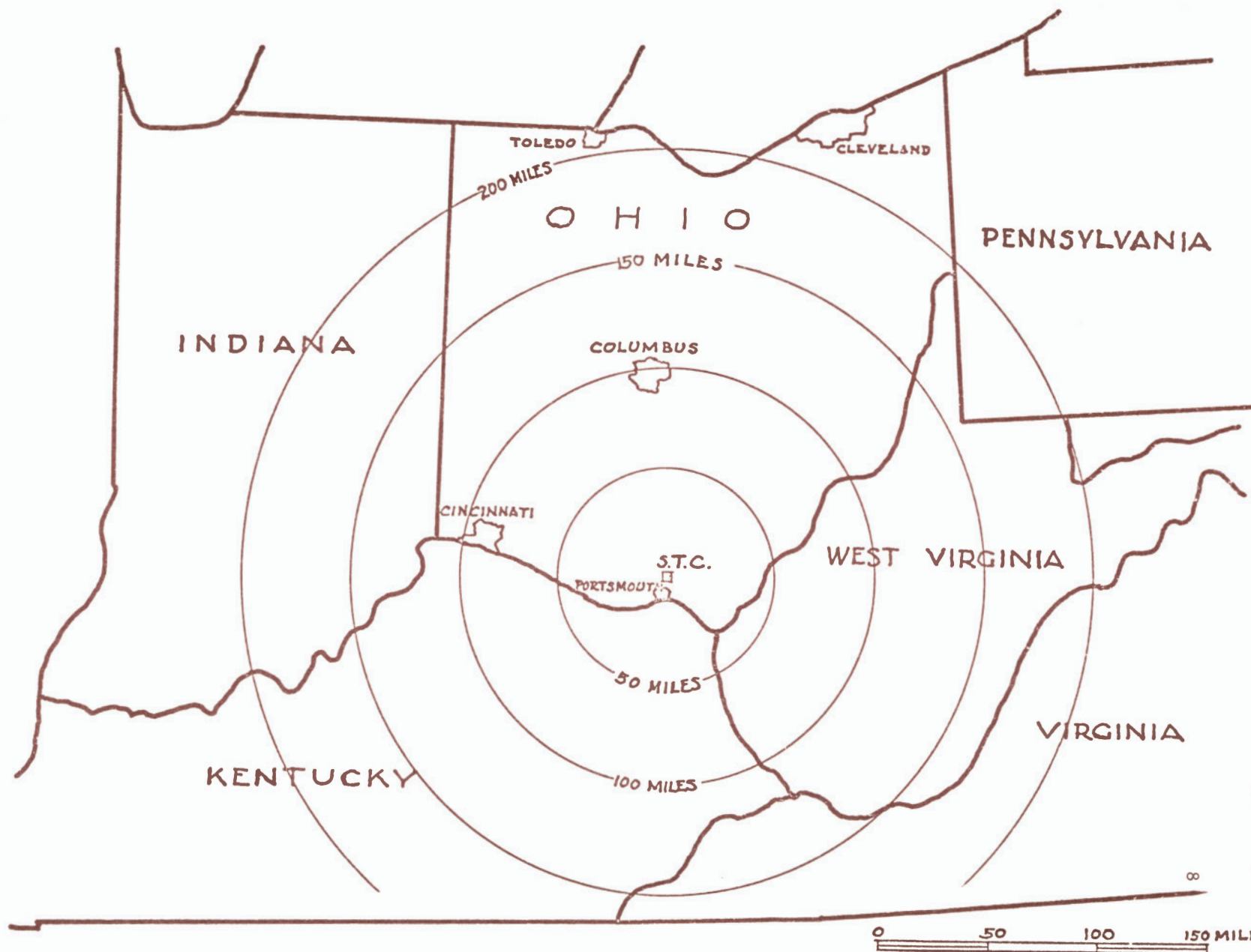
In 1930 Portsmouth's population was 42,560 and the economy seemed healthy. Due to a flood in 1937, the decline of railroads, and labor strife in the 1940's and 1950's (the seven-month telephone strike of 1956-57), the area suffered a population loss which even the advent of Goodyear's Atomic Energy Plant failed to offset. Between 1960 and 1970, the population of the city declined from 33,637 to 27,600 and that of the county from 84,216 to 77,000. There was a 40.7 percent drop in manufacturing jobs in Scioto County between 1947 and 1963. Had the educational and retraining needs been more adequately met at that time, perhaps the emigration could have been curtailed somewhat.

Today Southern Ohio is a low-income area with a significantly high number of persons receiving public assistance of some kind. An Ohio State Employment Survey in 1966 indicated that 63 percent of the

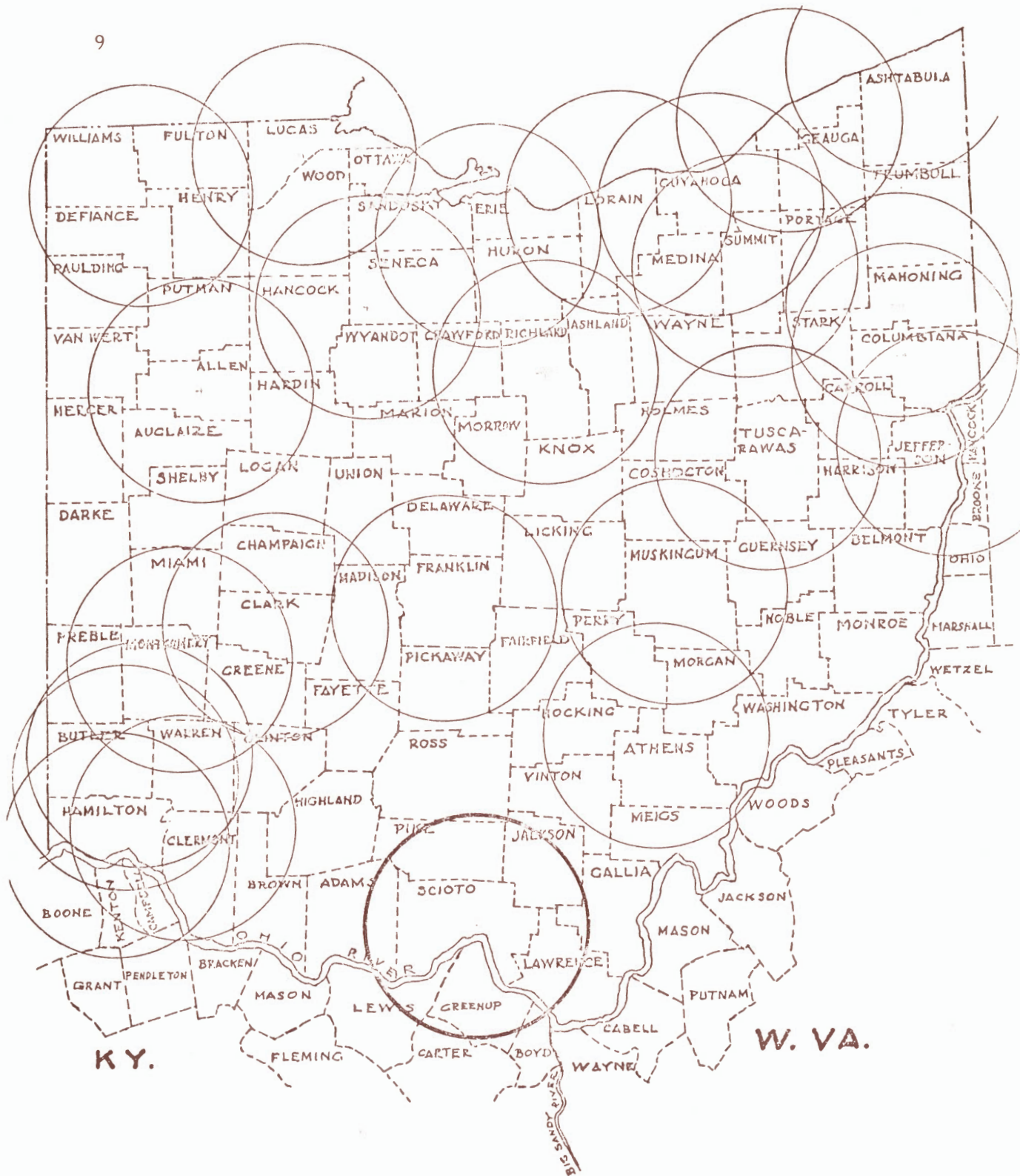
persons surveyed were untrained for responsible positions. A further survey made in October, 1972, by the Ohio Bureau of Employment Services revealed that 5.3 percent of the workforce in Scioto County was unemployed. The large percentage of poverty-level population and the high incidence of unemployment are no doubt related to the area's median number of years of schooling (8.9) for persons aged 25 years and over.

In its report for the Third Quarter of 1972, the Ohio Bureau of Employment Services lists 22 shortage occupations occurring in counties within the area served by Scioto Technical College. Particularly needed are Registered Nurses, Licensed Practical Nurses, Medical Technologists and Lab Assistants, Social Workers, Accountants, Bookkeepers, Machinists, Secretaries, and Appliance Repairmen. The Ohio Dental Association has released statistics recently which indicate a ratio of one dental hygienist to 41,000 persons in southern Ohio.

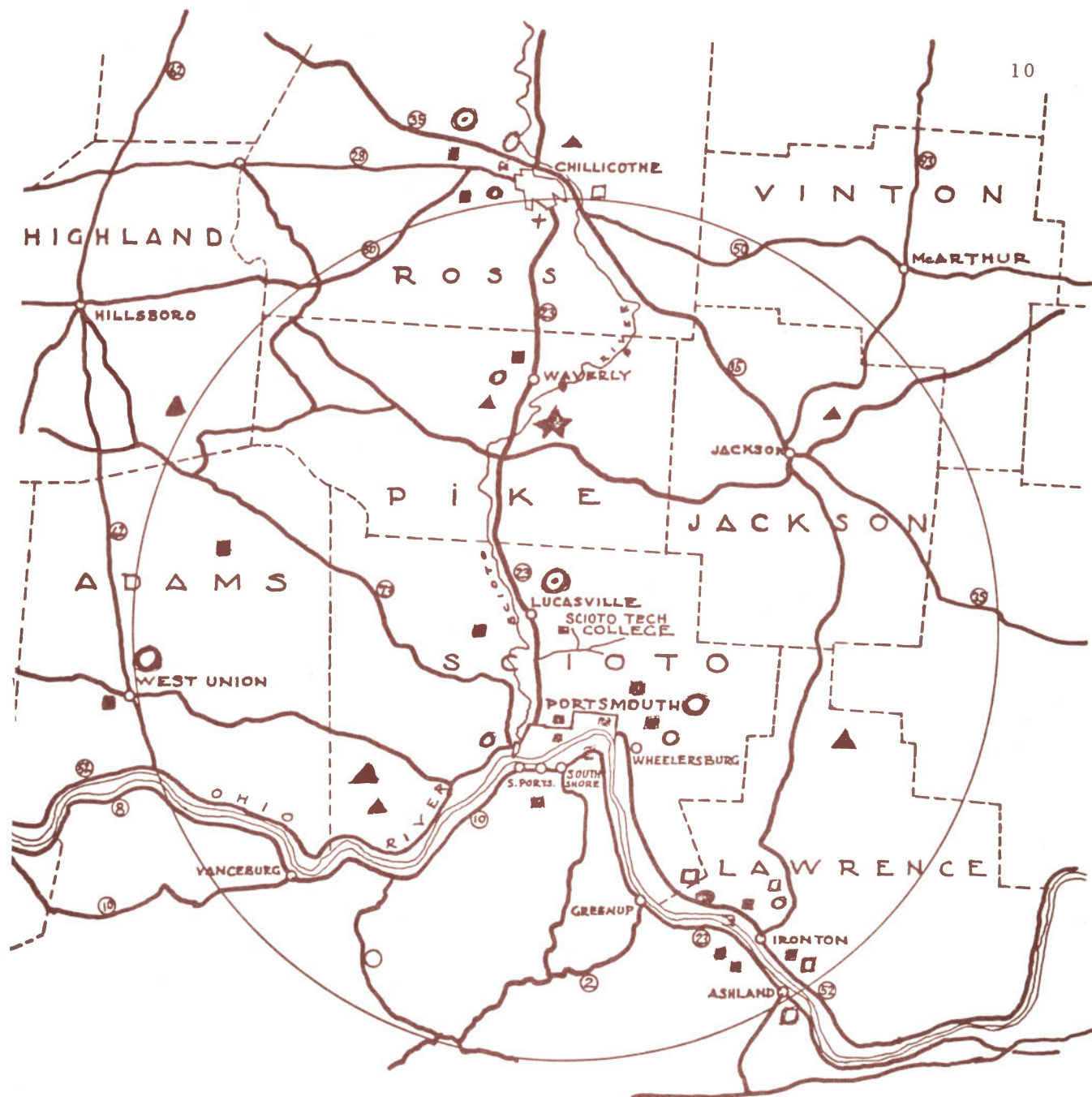
It is within these historical, economic, and social contexts that the Scioto Technical College was founded. Perhaps this institution can assist in the development of the area it services and help reverse the declining population trend by contributing significantly to the education of its citizens.



LOCATION OF SCIOTO TECHNICAL COLLEGE.



AREAS SERVED BY OHIO TECHNICAL EDUCATION CENTERS



INDUSTRIES SERVED BY SCIOTO TECHNICAL COLLEGE

★ - atomic energy
 ● - plastics
 ■ - manufacturing
 + - paper

○ - hospitals
 □ - chemicals
 ⊙ - correctional facilities
 ▲ - recreational facilities

PROFILE OF STUDENTS

The typical student at Scioto Technical College is conservative; he is neither restless nor militant. He is often a commuter who works approximately twenty hours or more each week. It is with difficulty that he participates in extracurricular activities such as the college yearbook, the newspaper, or student government. Many students are married and have the added responsibilities of managing homes and families.

Some significant aspects of the diversity of student ability, achievement, interest, experience, age, and motivation are summarized below:

1. Enrollment in October, 1972 - 478 students; 302 male, 176 female
2. Students attending under the G.I. Bill in October, 1972 - 51
3. Students attending with support from Vocational Rehabilitation and Veterans Administration Rehabilitation - 33
4. Foreign students - 1
5. Black students - 6
6. Physically handicapped students - 33
7. Married students - 5 percent (estimated)
8. Students receiving institutionally administered financial aid (state, federal, & local) - 212
9. Students who are 19 to 20 years old - 87 percent
10. Full-time students - 98 percent; part-time students - 2 percent
11. Students whose family income is \$3,000 annually or less - 8 percent; students who come from homes where the annual income is less than \$9,000 - 44 percent

The American College Testing Program also supplies data which profile entering freshmen. The statistics compiled on the entering students in September, 1972, are as follows:

1. 43 percent want to be considered for independent study

2. 48 percent need assistance in improving study skills
3. 43 percent work regularly for pay
4. 41 percent gave "special curriculum" as the single most important factor in making college choice
5. 28 percent are from high schools graduating classes of 100 to 399

The ACT is also used at Scioto Technical College as a counseling and a placement tool, as well as a means of receiving developmental monies from the Board of Regents.

The 1972-73 student population, by counties, is listed below:

Scioto	58.6%
Adams	2.5
Jackson	3.3
Lawrence	10.9
Pike	8.6
Ross	7.0
TOTAL	<u>90.9%</u>

Staff members must be aware that most of their students come from the middle and lower socioeconomic strata; that the academic aptitude level is lower than that for students entering the four-year college; that about five percent of the students are married; that high proportions of the students are working at least twenty hours outside school; that, for the first time in their lives, most students are attending school by choice; and that they tend to represent a cross section of the geographical area from which they come.

PROPOSALS AND CONCLUSIONS

Since technical education is relatively new in Ohio, having its inception in 1963, and Scioto Technical College has been in operation

less than two years, many area residents are not well informed about technical education. Consequently, they are not aware of the distinction between the Vocational High School and Scioto Technical College.

Having initially been tied rather closely to the Vocational High School, Scioto Technical College must work more diligently to get the public to realize that the institution is a college, not just part of the high school. Scioto Technical College is striving to establish a completely separate identity from the Scioto County Joint Vocational High School.

Although there are provisions for adult and continuing education at Scioto Technical College, enrollment in this area is low and more needs to be done in recruiting night school students. More persons who need training in special skills should be enrolled in evening classes. Since many industries compensate for additional schooling, those employees who are displaced because of automation should be enrolled in retraining programs. The need for more adults to be enrolled at Scioto Technical College is evident, since 87 percent of the students are recent high school graduates.

It is felt that area residents and industries do not fully understand the services offered by Scioto Technical College; therefore, aid should be enlisted from the organizations and agencies which are promoting the growth and re-development of the Portsmouth area.

Another way of aligning Scioto Technical College with the community would be realized through visitation to area industries by college

personnel. Scioto Technical College needs to make more direct contact with local industries to determine what needs are to be met for prospective students. By exerting a concentrated effort, the college can improve public relations locally and enhance its image statewide.

Many of the areas which need improvement are due to inexperience and lack of precedent; however, services and programs at Scioto Technical College should progress smoothly once the college has gained experience and maturity.

II

ARE THE NECESSARY RESOURCES AVAILABLE
FOR CARRYING OUT THE TASK OF THE INSTITUTION?

John Shupert, Chairman
Lois Shumway
Dennis Kirsch
Sally Ream
Larry Estepp

FACILITY

The Scioto Technical College is located on a one-hundred and four (104) acre campus in the hills of Scioto County, Ohio, four miles from Lucasville to the north and eight miles from Portsmouth to the south on a major north-south highway, U.S. Route 23.

The deed for the land is held by the Scioto County Joint Vocational School District, which also utilizes the campus. The portion of land needed for the Technical College has been assigned by resolution to the Ohio Board of Regents. The joint campus for the college and vocational school became a reality with the passage of a 2.6 mill bond issue and a 1.37 mill operating levy on November 5, 1968. The campus at present consists of three buildings--two are utilized by the vocational school and the third, by the college.

The portion of the present building used for the first class at the technical college was completed in the summer of 1971. A description of the building shows ten (10) classrooms, eleven (11) laboratories, library area, office space, student lounge area, and other needed areas such as hallways and restrooms. The original building is carried at a cost of \$1,474,000.

The first phase of expansion was completed during the summer of 1972. The primary purpose of the expansion was to provide facilities for the Allied Health Programs pertaining to Dental and Medical Technologies. The expansion added two classrooms and three laboratories to the present structure. The expansion raised the cost of the building to its present value--\$1,734,000.

The equipment needed to complete the original facility is carried at a cost of \$580,000, while an additional \$34,000 worth of equipment was needed for the new area of the building. The original decision as to what equipment to purchase was made upon the advice of advisory committees since no faculty was employed at that time. The intention was to provide each technology with equipment comparable to that currently used in business, industry, and health occupations. Future purchases will reflect advice from the faculty.

The following grants and allocations have helped provide the money for the building and equipment:

1. Appalachian 211 Basic Grant	\$763,380
2. Appalachian 214 Supplemental Grant	504,200
3. Ohio Board of Regents Allocation	788,170
4. Appalachian, Ohio Board of Regents and Local	260,000
5. Local	<u>34,000</u>
	\$2,349,750

Thus, the building at present shows the following breakdown in terms of square footage:

Classrooms (12)	8,275
Laboratories (13)	21,408
Library	2,964
Student Lounge	2,092
Office	2,368
Other Uses	12,223
	<u>49,330</u>

Of the total square footage, 38,143 is assignable.

The typical classroom utilizes the open concept that is closed on three sides while the fourth side is fully open to a hallway. Most classrooms contain 600 square feet and are designed for a 24 to 1 ratio. There has been discussion about enclosing these rooms, but no final decision has been made to date.

Most laboratories utilize the closed concept. The following table shows the assignable square feet for each laboratory and the design ratio:

	Sq. ft.	Design Ratio
1. Medical	2,150	24:1
2. General (Learning Lab)	600	28:1
3. Water & Outdoor	958	24:1
4. Plastics	1,177	24:1
5. Physics and Chemistry	1,584	24:1
6. Drawing	1,521	25:1
7. Dental a. Classroom	700	24:1
b. Clinic	1,480	6:1
8. Civil	1,330	24:1
9. Nursing (Practical)	1,250	32:4
10. Testing Lab	1,606	
11. Executive Secretarial	2,337	30:1
12. Electro-Mechanical	1,448	24:1
13. a. Data Processing	2,156	24:1
b. Accounting	923	24:1

In a 1971-1972 report to the Ohio Board of Regents, the section concerning utilization of space lists classroom utilization as 30.5 percent

while usage of labs was 36.5 percent. The 1972-1973 report shows classrooms at 59.2 percent while labs are 40.2 percent.

The technical college, although built to be self-sufficient, utilizes the cafeteria and some special purpose laboratories at the vocational school, while the vocational school uses the facilities of the technical college in the areas of data processing and business technologies (Data Processing-50 percent, Business-25 to 37 1/2 percent). The proximity of the two institutions makes possible the sharing of costs for security and maintenance personnel.

The immediate access lanes and parking lots of the campus were paved and completed prior to opening of classes in the fall of 1971, as was the main access road to Houston Hollow Road. The completion of these roads provided access to U.S. Route 23 via Houston Hollow Road. Future plans by the county call for relocating and widening Houston Hollow Road from U.S. Route 23 to the main access road.

The administration of the college is aware that additional facilities and equipment are needed. The Ohio Board of Regents is also aware of these needs and has requested from the state legislature an appropriation of \$1.2 million for additional facilities, referred to as phase II expansion. It is also anticipated that Scioto Technical College will receive \$50,000 for additional equipment from the Ohio Board of Regents for fiscal year 1972-1973. Hence, future plans rely upon final action on the matter by the legislature.

LIST OF NEEDS

1. The present physical facilities are inadequate to meet the existing needs and will not allow expansion of course offerings as planned. There is inadequate space for administration, guidance and counseling, placement office, additional labs and classrooms, storage space, and faculty offices.

2. The present student lounge can accommodate only 50-60 students at one time. Food vending machines have served the purpose thus far, but are not adequate as student growth continues. Since the college is located some 4-5 miles from restaurants, there is a definite need to expand food service to students, such as a short order area adjacent to the student lounge.

3. Presently, fewer than 25 percent of the area high school graduating classes go on to a college program. There is need for broader course offerings (1) to meet the needs of those students in the area who are capable of additional training, and (2) to encourage others to enroll who have not been entering the existing program.

4. Research has shown a need for the projected programs (Table 1 and Table 2). In addition, no other training institution in this part of the state presently offers these programs.

5. Between the hours of 8 a.m. and 4 p.m., the college now has an 80 percent occupancy in some classrooms and 100 percent in some laboratories.

TABLE 1
ENROLLMENT ESTIMATES TO 1980

	CURRENT PROGRAMS						
	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980
Accounting	66	70	74	78	80	82	82
Data Processing and Computer	60	60	60	60	60	60	60
Executive Secretarial	54	56	60	62	64	66	68
Retail Mid-Management	54	60	62	64	66	66	68
Civil Engineering Technology	44	48	52	52	52	52	52
Electro-Mechanical	84	90	92	94	94	94	94
Industrial Engineering Technology	0	0	0	0	0	0	0
Plastics Engineering Technology	50	60	60	62	62	64	68
Water and Outdoor	50	60	64	68	70	70	74
Dental Hygiene	48	48	48	48	48	48	48
Medical Lab Technology	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>
TOTALS	570	612	632	648	656	662	674

TABLE 2
ENROLLMENT ESTIMATES TO 1980
PROPOSED PROGRAMS

	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980
Corrections Technology	30	60	60	60	60	60	60
Banking and Finance Technology	25	50	52	52	56	60	60
Social Services Technology	30	60	60	60	60	60	60
Crime Laboratory Technology	0	24	50	50	50	50	50
Pharmacy Technician	0	24	48	50	50	54	60
Water and Air Pollution	0	24	48	50	50	50	50
Dental Lab Technician	0	20	40	40	40	40	40
Business and Court Reporting	<u>0</u>	<u>30</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>
TOTALS	79	256	358	362	366	374	380

Other proposed programs without enrollment estimates:

Physician's Assistant and Pharmacy Technician--1975-1977

Instrumentation and Chemical--1977-1979

The electro-mechanical lab must be utilized beyond the normal school hours of 8 a.m. to 4 p.m. because 48 hours of lab work must be scheduled in it weekly. Since this lab has only approximately 1,200 square feet floor space, an additional lab is needed for this area.

6. The college needs to provide a larger study area.

7. The college is in desperate need of an area for the storage of audio-visual equipment, materials, and periodicals, which are currently stored in the library area.

PLANNING PHASE OF EXPANSION

The second phase of expansion is in the planning stages. If this expansion develops, it should meet the standards for 1,000 full-time equivalent students as per Board of Regents Room Models and Space standards (Table 3).

Plans indicate that one building will be constructed. This building will have eleven (11) classrooms, which will accommodate 275 students, and ten (10) laboratories, which will accommodate 240 students. Total space of this building will be 39,000 square feet, of which 30,000 square feet will be assignable.

In addition to the proposed new building, the present building will be altered to increase the size of the library area and provide more storage facilities and enlarge the size of the electro-mechanical laboratory. The cost associated with this expansion is expected to be

TABLE 3
ROOM MODELS AND SPACE STANDARDS
Two-Year General Studies Institutions
1,000 Fulltime Equivalent Students

(Daytime)

The room sizes shown in the tables are examples and should not be interpreted as a recommendation or as an ideal. Many variations are possible---the net available space in the right column, however, is the standard for the room type indicated on the left of the page. The standard may be exceeded only if state funds are not used for construction.

Figures in the Classrooms Unit NASF (net available square feet) column are averages of the following ranges: (A) 320-450 sq.ft.; (B) 480-575 sq.ft.; (C) 640-1,200 sq.ft.

BOARD OF REGENTS ROOM MODELS				Board of Regents Room-Type NASF STANDARDS
<u>Classrooms</u>		Unit NASF	Total NASF	
(A) 3 rooms 20-28 Student Stations		385	1,155	
(B) 20 rooms 30-36 Student Stations		528	10,560	
(C) 2 rooms 40-75 Student Stations		920	<u>1,840</u>	13,555
<u>Laboratories (Including Preparation and Storage)</u>				
2 Physical Science	30 Stations	1,130	2,260	
2 Natural Science	30 Stations	1,130	2,260	
1 Music	50 Stations	1,250	1,250	
2 Art	30 Stations	1,250	<u>2,500</u>	8,270
<u>Learning Resources Center</u>				
Audio-Visual Facilities			1,750	
Stacks			1,425	
Reading			6,000	
Processing			<u>1,855</u>	11,030
<u>Student Services</u>				
Lounge and Food Service			6,000	
Bookstore			1,000	
Clinic			300	
Offices/Workrooms			<u>1,000</u>	8,300
<u>Faculty Services</u>				
28 Faculty Offices (Double Occupancy)		130	3,640	
Lounge		500	500	
Conference Room		270	270	
Service Area		1,300	<u>1,300</u>	5,710
<u>Administration</u>				
Offices			2,000	
Receiving and Storage			<u>1,300</u>	<u>3,300</u>
Total---Net Assignable Space				50,165
Non-Assignable Space				<u>24,710</u>
Gross Space				<u>74,875</u>

between \$30 to \$40 per square foot. The college will attempt to obtain the money for this expansion from the Ohio Board of Regents, Office of Appalachia, and State Department of Education.

FINANCIAL STATUS

The major sources of revenue for Scioto Technical College are The Ohio Board of Regents, Vocational Education Division of the Ohio State Department of Education, and student fees. To a lesser degree the college depends on federal grants and gifts from industry and friends.

A summary of the 1971-72 fiscal year budget is given (Table 4).

Using this summary, the college derived income in the following manner:

- 55.54% from the Ohio Board of Regents
- 8.61% from the Vocational Education Division
- 32.45% from student fees
 - .68% from federal grants and gifts
 - .50% from department sales and charges
 - 2.22% from other sources

The greatest portion of the expenditures for fiscal 1971-1972 was for departmental instruction, which constituted 54.17 percent of the total budget. Other expenditures were as follows: 3.54 percent for library; 9.71 percent for plant operation and maintenance; 13.04 percent for student services; 0.07 percent for general expenses; 19.20 percent for administration; and 0.27 percent for other.

TABLE 4

Statement of Current Income and Expenditures

Year Ended June 30, 1972

Current Income:

Instruction and General (Schedule B-1)	
Ohio Board of Regents	\$220,800.00
Department of Education	35,062.50
Student Fees	129,411.25
Private Gifts & Grants	2,698.52
Departmental Sales & Charges	2,047.30
Other	<u>8,838.26</u>
Total Instruction & General	\$398,857.83
Student Aid:	
Governmental Grants	<u>\$ 26,167.08</u>
TOTAL CURRENT INCOME	<u><u>\$425,024.91</u></u>

Current Expenditures:

Instruction and General (Schedule B-2)	
Departmental Instruction	\$196,102.34
Instructional Services	1,054.50
Libraries	12,830.22
Plant Operation & Maintenance	35,186.12
Student Services	47,219.71
General Expense	265.00
General Administration	<u>69,532.08</u>
Total Instruction & General	\$362,189.97
Student Aid:	
Other	<u>\$ 22,903.40</u>
TOTAL CURRENT EXPENDITURES	<u><u>\$385,093.37</u></u>

The records for the year 1971-1972 show no indebtedness. They also show that the institution operated within its budget.

SOURCES OF INCOME

The operating revenue received from the Ohio Board of Regents is calculated in terms of the number of full-time equivalent students. Their allocation is based on the rate of \$825 for each enrollee in technical courses and \$495 for students in general studies courses for 1972-73. In 1973-74 the general studies will provide \$511 and the technical \$996; while it is proposed for 1974-75 that general studies will be \$528 and technical \$1,027. The Ohio Board of Regents provided \$220,800 in 1971-72 and is providing \$298,928 for 1972-73.

The Vocational Division of the State Department of Education provides money for the college in terms of vocational units at the rate of \$4,250 per unit. A unit consists of 15 or more students enrolled in a technology. This source provided \$32,062.50 in 1971-72 and is expected to approximate \$82,500 in 1972-73.

Student fees are set at \$175 per quarter for a full-time student (those students enrolled in 12 or more quarter hours). Part-time students pay \$10 per quarter hour credit.

A survey of the budget for 1972-73 (Appendix E) shows an anticipated income of \$750,000, of which \$48,000 is restricted for auxiliary

services and student aid. The remainder, \$702,000, of the revenue will be derived as follows: \$439,500 from governmental agencies, \$262,500 from student tuition, and \$48,000 from other sources.

Expenditures by categories are expected to be as follows:

Unrestricted

1. Departmental Instruction and Research	\$400,798.50
2. Libraries	25,773.06
3. Plant Operations and Maintenance	48,895.84
4. Student Services	68,161.46
5. General Expenses	5,200.00
6. General Administration	82,593.34
TOTAL	<u>\$631,422.20</u>

Restricted

Auxiliary Services	\$ 43,000.00
Student Aid	<u>3,000.00</u>
TOTAL	<u>\$ 46,000.00</u>

Hence, the total expenditures are anticipated to be \$677,422.20.

A summary shows that anticipated revenue will exceed anticipated expenditures by \$72,577.80. If this budget goal is obtained, the unappropriated current general fund balance will be approximately \$120,000.

BUDGET PREPARATION

The 1972-73 budget was prepared by the Vice-President and the Director of Business Affairs according to guidelines set by the Ohio Board of Regents and State of Ohio Auditor's Office. Prior to the preparation of this budget, the Vice-President requested from each faculty member a list of needed materials and supplies showing priorities for

the year 1972-73. Using this information, he compiled a budget for non-fixed costs associated with the following areas: Instruction, Libraries, Student Services, General Expenses, and General Administration. The Director of Business Affairs then added the fixed costs to establish the estimated budget for 1972-73.

It was then determined by the Vice-President and Director of Business Affairs whether this budget fell within the anticipated income, based upon the expected enrollment. Having satisfied this test, the budget was submitted to the President for approval.

The budget was presented to the Board of Trustees for final approval at the college. After this approval, the budget was submitted to the Ohio Board of Regents. The Regents' approval established the final budget for 1972-73.

If the institution finds a budget adjustment of more than 10 percent necessary after obtaining the Ohio Board of Regents' approval, the revised budget must be re-submitted to the Regents for another approval. Budget adjustments of less than 10 percent may be made by college administration with Board of Trustee approval. When adjustments in the budget become necessary due to a decrease in enrollment, the materials and supplies requests are cut according to the list of priorities.

According to state regulation, the Director of Business Affairs is authorized to release only 25 percent of the total budget per fiscal quarter. This regulation is to ensure that the college operates within its

budget. Hence, according to this regulation, the Director of Business Affairs has the responsibility to maintain a balanced budget. This responsibility must be fulfilled since all records and financial transactions are subject to a no-notice audit by the State of Ohio Auditor's Office. A partial audit of our institution occurred during the summer of 1972, showing that the records audited were in good order.

Future plans call for departmental chairmen to submit departmental budgets as an aid to preparing the total budget.

LIBRARY

The Scioto Technical College Library is located on the main floor of the Technical College building in the center of an open classroom area. It consists of approximately 3,600 square feet including study space for about one hundred students and a library office of one hundred square feet. It has a shelving capacity of 7,000-8,000 volumes.

Prior to July, 1972, the college had employed one full-time librarian, one full-time secretary for the months of July, August, and September, 1971, one part-time secretary for the school year 1971, one part-time secretary for the school year 1971-72, and four part-time college work-study students.

Since the Ohio Board of Regents has strongly recommended that where two state-supported institutions exist in close proximity certain

sharing of staff and facilities be utilized to avoid duplication, on July 1, 1972, the Scioto Technical College contracted with Ohio University Portsmouth Branch for the service of its librarian to coordinate both libraries. He now spends 25 percent of his time at the technical college.

In addition to the librarian, the college employs two library aides--one working from 8:00 a.m. to 3:00 p.m. daily and the other from 2:00 p.m. to 7:00 p.m. daily. Also the college employs five work-study students to work in the library between the hours of 7:00 p.m. to 10:00 p.m. and six work-study students as typists.

The Scioto Technical College library is open from 8:00 a.m. to 9:00 p.m. Monday through Friday. The Ohio University Portsmouth library is open from 8:00 a.m. to 10:00 p.m. daily Monday through Friday.

Under direction of the Ohio University Portsmouth librarian, the library is in the process of reorganization. During the summer of 1972, the Ohio State Library reclassified some 2,300 volumes from the Dewey Decimal System to the Library of Congress System. The collection of books has grown from 2,100 volumes in 1971 to approximately 4,500 volumes in 1972. In addition, the students at Scioto Technical College have access to over 30,000 volumes at the Ohio University Branch and another 136,000 volumes at the Portsmouth Public Library.

This school year the college subscribes to 125 periodicals and 6 newspapers: 3 Ohio newspapers, the New York Times, the Louisville Courier Journal, and the Wall Street Journal. Students also have access to 225 periodicals at the Ohio University Portsmouth Branch. The college has started permanent binding of some periodicals.

The college is making every attempt to purchase reference books for each technology offered. Requests for reference books are the direct responsibility of each faculty member, who submits his request to the librarian. From the librarian the request is sent to the Vice-President. If approved, it then goes to the Director of Business Affairs to be ordered.

Because of inadequate library records during the 1971-72 school year, it is difficult to establish any trends concerning the use of the library by either students or faculty. During the fall quarter of 1972, an average of 1,051 students used the college library per week with heaviest use being between the hours of 9:00 a.m. to 1:00 p.m. and very little use after 5:00 p.m.

Audio-visual Equipment

The audio-visual equipment is kept in one area of the library. It is the responsibility of the library staff to see that all audio-visual equipment is kept in good working condition and properly returned to the library area when not in use. At this time the audio-visual equipment

consists of 6 overhead projectors, 1 opaque projector, 1 16 mm. projector, 2 Dukane sound filmstrip projectors, and 1 micro-film reader. Most classrooms are equipped with wall-mounted screens, and portable screens are available for those not so equipped. Equipment for making overhead transparencies is available in the faculty office.

The college owns very few audio-visual materials. Most of these materials are rented or leased by the faculty as needed from outside sources. Additional equipment and materials may be obtained from the Ohio University Portsmouth Library.

Funding

A federal grant of \$5,000 was applied for and received for the 1971 school year. The college purchased over \$12,000 of reference books that year with \$8,000 having been spent prior to July 1, 1971. Another \$12,500 is earmarked for the 1972-73 school year. Most of this money will be spent on reference books of a technical nature, relying on the Ohio University Portsmouth Library for the more general reference books.

Evaluation

The general feeling is that the Scioto Technical Library is inadequate in several respects.

Because of the building design, the library is located in the center of an open classroom area and therefore does not lend itself to an appropriate study area. Classes disturb those people using the library, and people in the halls disturb both the library and the classes. Also because of the open concept, control of materials leaving the library is becoming an increasing problem. Students tend to take books off the stacks without properly checking them out.

Audio-visual equipment is kept in one area of the library. There is a need for a specific room to store audio-visual equipment, materials, and periodicals.

The American Library Association in its Standards for College Libraries calls for a seating capacity of at least 25 percent of the student body of a two year college. The Scioto Technical College Library is currently within this standard, but if enrollment increases as expected, the seating capacity will be inadequate next year.

Two proposals are currently being considered to correct these problems.

If the college's request to build a new facility is approved and that facility is constructed near the Ohio University Portsmouth building, a common library will be constituted for use by both institutions.

If the new building is constructed on the present site, the existing library will be altered as follows: The classrooms to the south of the library will be removed and the library will be extended to

include that area, providing approximately 1,800 square feet of additional space. By converting an existing classroom, two audio-visual storage areas and another library office will be available. In addition, the classrooms along the north side of the library will be enclosed, which will reduce the noise problem.

FACULTY RESOURCES

Faculty Status

As a part of the resources survey, a study was conducted among the thirty-four full-time members of the faculty, by means of a questionnaire designed to characterize each faculty member's educational and professional background (Tables 5 and 7). The results of this questionnaire are significant as it is revealed that the majority of the faculty is much more teaching-oriented than research-oriented, as shown by the very small number of publications. The faculty could generally be described as experienced, as nearly half the full-time faculty have previous teaching experience at some level, and two-thirds of the faculty members are or were practitioners of their disciplines outside the educational realm. It is significant that all instructors in the engineering technologies are highly experienced graduate engineers. Many members held professional group affiliation (Table 8).

TABLE 5
 FULL-TIME FACULTY RESPONSE TO BACKGROUND QUESTIONNAIRE
 (As of Autumn Quarter, 1972)

Number of full-time faculty 32 Number of responses 31

1. Highest earned degree	
Baccalaureate	9
Master's	19*
Doctorate	1 D.D.S.
Other (Certificate)	2 (Dental Hygiene)

*Two faculty members have two masters' degrees

2. Graduate level hours in discipline	
Maximum reported	100
Minimum reported	0
Average (All faculty)	47
3. Conference and summer programs related to discipline attended in last two years	
Maximum number reported	12
Minimum number reported	0
4. Have budgetary, enrollment, or curriculum consideration required you to teach courses at Scioto Technical College for which you felt your academic background or experience was insufficient?	
Yes	6
No	25
5. Previous experience (outside Scioto Technical College) which has contributed to your teaching ability	
High school teaching	12
College or technical institute teaching	5
Industrial, business or professional experience	21
6. Scholarly publications	
Periodical articles (respondents)	3
Books (respondents)	1
Patents (respondents)	1

7. Non-academic publications

Total respondents	5
(Included editorials, local newspaper articles, newsletters)	

8. Membership in professional, trade, or learned groups

Maximum number of memberships reported	11
Minimum number of memberships reported	0
Average	3

9. Meetings of such professional, trade, or learned groups attended in last five years

Maximum number attended	50
Minimum number attended	0
Average number attended	5

10. Offices held in such professional, trade, or learned groups

6 respondents indicated either present or past office in some educationally-related society or group

11. Number of different courses taught at Scioto Technical College:

Faculty members first employed,	
Academic year 1971-72 (Average)	8
Faculty members first employed,	
Academic year 1972-73 (Average)	3

12. Course loads (daytime only, full-time faculty, averages computed on entire time on Scioto Technical College faculty)

Credit hours (Average)	12.5
Weekly contact hours (Average)	19.5

The majority of faculty members (50 percent) hold the Master's Degree as their highest earned degree. Two faculty members have two masters' degrees, and two of the holders of masters' degrees have done significant work toward the doctorate. Thirty-two percent of the faculty hold baccalaureate degrees, with five baccalaureate degree holders presently working toward the master's degree. Present Scioto Technical College policy requires that faculty holding a degree below the master's level attain an advanced degree within three years as a condition of employment. One faculty member has a degree beyond the master's level, a D.D.S. No Ph.D's are presently on the faculty. Two faculty members in the Dental Hygiene area do not have degrees, but are experienced, certificated Dental Hygienists. In comparison, nationally, 64 percent of all two-year college faculties hold the master's degree, 17 percent hold the baccalaureate, and 5 percent hold the doctorate.

In the academic year 1971-1972, many of the present full-time faculty members were first hired. One of these members was not re-hired for academic year 1972-1973. For the academic year 1972-1973, fourteen new full-time faculty were hired, bringing full-time faculty to 33. This large increase in faculty size was necessitated by the fact that 1972-73 was the second full year of operation for the college, with an effective doubling of the size of the student body and a great increase in the number of courses offered. The size of the faculty

should now be reasonably stable. However, the addition of several new technologies for the academic year 1973-1974 will necessitate the hiring of perhaps four new full-time faculty members.

The number of part-time faculty members at Scioto Technical College varies from quarter to quarter, but averages about 2-3 per quarter. Of all part-time faculty members employed, 34 percent hold the baccalaureate, 16 percent hold a master's, and 50 percent have degrees beyond the master's level, (usually the D.D.S. degree) (Table 6). Part-time faculty members are usually drawn from the community for their special skills in an area, and typically are not members of faculties of other universities or colleges. Some full-time faculty members teach evening and summer classes and are not considered part-time. Part-time faculty teach about 10 percent of the courses offered at Scioto Technical College.

Faculty Evaluation

A review of the faculty resources of Scioto Technical College reveals a group of well-educated and highly experienced faculty members. The faculty is young (an average age in the early 30's) and highly motivated toward teaching the latest concepts in the most effective manner to their students. Most faculty members are active in professional groups related to their course areas and are frequently in contact with personnel in other colleges and universities and in business and

TABLE 6
PART-TIME FACULTY MEMBERS AT
SCIOTO TECHNICAL COLLEGE
1971-1973

<u>NAME</u>	<u>DEGREE</u>	<u>COURSE AREA</u>
Dr. Richard Brunner	D.D.S.	Dental Hygiene (Spring, 1972)
Charles A. Cook	B.E.E.	Electro-Mechanical (1971-72, 1972-73)
Dr. Paul Crabtree	Ph.D.	Psychology (Summer, 1972)
Clara Flesser	M.A.	Shorthand (1971-72)
Dr. Lawrence Fried	D.D.S.	Dental Hygiene (1971-72, 1972-73)
Dr. Greg Gillen	D.D.S.	Dental Hygiene (Fall, Winter, 1971-72)
Fayette Greer	B.S.	Dental Hygiene (Spring, 1972)
Paul Griffith	M.A.	Accounting (Fall, 1972)
Otto Klein	B.S.	Metallurgy (Fall, 1972)
Dr. Martin Pierron	D.D.S.	Dental Hygiene (Spring, 1972)
James Rowland	B.S.	Speech (Summer, 1972)
Timothy Thoroughman	B.S.	Surveying (1971-72)
Dr. David Wolery	D.D.S.	Dental Hygiene (Fall, Winter, 1971-72)

industry to keep abreast of the newest developments in their discipline. Informal interviews with students reveal that they have a uniformly high opinion of the abilities and knowledge of their instructors.

In a more formalized procedure, Scioto Technical College utilizes a quarterly course evaluation by students. This evaluation is in two parts--the first consists of a numerical ranking and yes-no evaluation of each instructor over a number of dimensions related to both the course and the instructor. The second part involves a written evaluation of the course and instructor, in which the student makes specific comments or criticisms about the course and/or the instructor. The objectives of this exercise are twofold--first, to let the student know that his opinion as to the conduct of his courses is necessary and important, and second, to apprise each individual instructor of his strengths and weaknesses in the eyes of his students. The results of these studies are not reported for each individual instructor to the college administration as part of any salary or promotion system. However, records are kept as an overall basis. This procedure has been in use since the beginning of Scioto Technical College and is anticipated to be a continuing practice.

Two possible problem areas show up in the faculty background questionnaire. The first of these is that six respondees indicated that they had been, on occasion, asked to instruct in areas in which they felt their training or experience was inadequate. However, the seriousness of their situation cannot be accurately assessed, since it was

largely the result of the necessity of offering a course which had not previously been taught, and the unavailability of a faculty member with a background to teach it. It is anticipated that this problem will be resolved as the size and experience level of the faculty increases.

The second possible problem area is that of a relatively heavy course load for faculty members. As shown in the questionnaire results, the average load, near 20 contact hours per week and a credit hour load of 12.5 hours per quarter, creates some difficulties for faculty in finding adequate time to devote to the design of courses, the implementation of new technologies, the development of more professional competence through individual study, research, attendance at meetings and seminars, and the establishment of important contacts in business and industry. Again, this situation exists principally due to the recent establishment of the school, in that the course load may not be distributed over a large enough faculty. A larger faculty and the use of more part-time faculty could lessen the load. Further, a change in the present scheduling practice of the school whereby larger classes meeting less frequently could become possible would alleviate the problem.

TABLE 7

EDUCATION AND EXPERIENCE OF SCIOTO TECHNICAL COLLEGE FACULTY

43

NAME AND DEPT.	<u>Highest Degree Earned</u>				<u>Years Experience</u>	
	<u>Certificate</u>	<u>Baccalaureate</u>	<u>Master's</u>	<u>Doctorate</u>	<u>Teaching</u> <u>(Includes 1972-73)</u>	<u>Other</u> <u>Employment</u>
<u>General Studies</u>						
Nancy Barnett			x		8	15
Tom Davidson			x		1	4
Cathleen Fluty			x		28	
Gary Gemmer			x		8	
Dennis Kirsch			x		2	6
Shannon Kiser			x		7	
David Prior			x		5	
Ronn Rucker			x		1	
John Shupert			x		13	
Kathleen Simon			x		3	
<u>Business</u>						
Lillian Davis			x		19	
Robert Decker		x			4	15
Larry Estepp		x			1	6
Michael Gampp		x			4	1
Joyce Kiser			x		5	1
Larry Walters			x		3	2
Daniel Weddington		x			1	3
Lois Shumway			x		19	6
<u>Engineering</u>						
David Cleaves			x		1	1
Roger Deitchel		x			2	3
Orville Ferguson		x			2	7

NAME AND DEPT.	<u>Certificate</u>	<u>Highest Degree Earned</u>			<u>Years Experience</u>	
		<u>Baccalaureate</u>	<u>Master's</u>	<u>Doctorate</u>	<u>Teaching</u> <u>(Includes 1972-73)</u>	<u>Other</u> <u>Employment</u>
Charles Irwin		x			2	10
Ronald Miller		x			1	3
Charles Staggs		x			2	22
Herbert Stotz			x		1	7
Frank Trogus			x		3	1
Ralph Vanzant		x			1	9

Health Sciences

Dr. Samuel Adams				x	2	40
Ali Golji			x		8	
Patricia Griffiths	x				1	21
Wayne Gunselman, Jr.		x			1	7
Sally Ream	x				2	8

TABLE 8

FACULTY MEMBERSHIPS IN PROFESSIONAL GROUPS

American Association of University Professors
American Association of University Women
American Association of Clinical Chemistry
American Business Communication Association
American Chemical Society
American Concrete Institute
American Congress of Surveying and Mapping
American Dental Association
American Dental Hygienists Association
American Institute of Architects
American Institute of Chemical Engineers
American Marketing Association
American Society of Clinical Pathologists
American Society of Civil Engineers
American Sociological Association
American Vocational Association
Association of Iron and Steel Engineers
Ecological Society of America
English Association of Ohio
Michigan Society of Professional Engineers
Michigan Society of Registered Land Surveyors
National Society of Professional Engineers
National Business Education Association
National Business Teachers Association
National Council of Teachers of English
National Council of Teachers of Mathematics
National Science Teachers Association
Ohio Academy of Science
Ohio Association of Marketing Education
Ohio Business Teachers Association
Ohio College Council International Reading Association
Ohio Dental Hygienists Association
Ohio Education Association
Ohio Mathematics Association for Two Year Colleges
Ohio Society of Professional Engineers
Ohio State Dental Association
Ohio Technical Association
Ohio Valley Sociological Association
Professional Land Surveyors of Ohio
Scioto County Counselors Association
Society of American Foresters
Southern Ohio Dental Society

III

IS THE INSTITUTION WELL-ORGANIZED
FOR CARRYING OUT ITS TASK?

Lillian Davis, Chairman
Kathy Simon
Larry Walters
Herbert Stotz

As the organization chart which precedes this report shows, Scioto Technical College is controlled by two agencies at the state level--the Ohio Board of Regents and the State Department of Education. Primary responsibility concerning the need for and organization of technical education lies with the Board of Regents. Financial support is provided by both agencies. Along with this financial support, each agency also provides criteria that are different and sometimes conflicting for management of programs and instruction.

STATE GOVERNANCE

The Ohio Board of Regents

The Ohio Board of Regents was established in 1963 by Ohio law for the purpose of statewide planning, coordinating, and determining policy in the field of higher education. Major purposes of the Board as stated in its objectives are the following: (1) to encourage the building of facilities which are fully adequate to teach college level subject matter; (2) to encourage the development of curricula equal in quality with other programs of higher education; (3) to encourage the guarantee of minimum institutional resources in advance of the award of higher education degrees,

such as will reassure prospective enrollees that a "going concern" will continue in the future to validate the education program.

Authority rests with the Board to define the meaning of full-time equivalent student and of Ohio resident for appropriation purposes, to approve increases in instructional fees, and to recommend action on capital improvement appropriations.

The State Department of Education

The State Department of Education sets certain standards by which the College must direct its technical programs if it is to receive financial assistance. At present, the State Department of Education directly affects all technologies by prescribing standards in such areas as faculty qualifications, length of courses, or time distribution.

Other State Offices

In addition to the Ohio Board of Regents, there are several state government agencies involved in the operation and management of all public universities and colleges. The Auditor of State is responsible for examination of the fiscal transactions of public universities and colleges and for certifying to the fiscal integrity of the operations of the institutions. The Attorney General of Ohio is responsible for providing legal services to state universities and state colleges. The Director of Finance and the State Controlling Board have final authority over the use of capital

improvement funds. The State Controlling Board has authority to make any necessary transfers of operating funds. The Director of Public Works arranges for architectural and construction contracts for state universities. The Director of State Personnel has authority to supervise the civil service management of state universities.

LOCAL GOVERNANCE

Board of Trustees

The Board of Trustees has an obligation to the state of Ohio to carry out faithfully the authority of law vested in it. The Board has two members appointed by the Governor, three by the Portsmouth City Board of Education, and two by the County Board of Education. The Board determines the objectives and philosophy of the College and the programs to achieve these objectives; approves the rules and regulations governing the behavior of the staff and students; appoints the President; approves the appointment and dismissal of staff personnel; and establishes salary and personnel policies.

ADMINISTRATION

The purpose of the administrative staff of Scioto Technical College is to carry out the policies and plans approved by the Board of Trustees.

The administrative supervises the instructional program so as to attain the objectives of the college.

President

The President, chief administrator of the college, is directly responsible to the Board of Trustees. He makes policy and program recommendations to the Board and directs the implementation of those approved. In addition, he receives limited direction from the Ohio Department of Education and the Board of Regents. To carry out these duties, he actively seeks suggestions from an advisory committee composed of individuals from the business and technical fields.

Advisory Committee to the President

This committee, composed of the President of the Chamber of Commerce, editor of the Portsmouth Times (the local newspaper), a representative of each of the major industries of the area, a representative of the local power company, and a representative of the Retail Merchants' Association, meets four times a year. The President keeps members abreast of student enrollment and the academic progress of students, asks their advice on development of new programs, finds out from them the needs of the area, and by meeting these needs creates a job market.

Vice-President

The Vice-President is directly responsible to the President, assisting him in the organization and administration of the college. He is

responsible for coordinating curriculum development and review, institutional research, Ohio Board of Regents' projects, federal grant applications, the College library, audio-video center, recruitment, orientation, in-service education, and adult continuing education. The Vice-President also co-ordinates scheduling of faculty, students, and facilities.

Director of Business Affairs

The Director of Business Affairs is directly responsible to the President and oversees all property and business affairs. He is responsible for budgeting school finance based upon recommendations by the Vice-President and Department Chairmen. He is charged with the responsibility for the accounting of the school's finances, the payroll, plant operation and maintenance, purchasing, shipping and receiving, the bookstore, fees and collections, security, parking, and the general supervision of non-faculty employees.

Director of Student Services

The Director of Student Services reports directly to the President. He is responsible for admissions, registration, placement services, counseling, all student financial aid programs, health services, housing, developmental programs, recruitment, and extra-curricular activities.

Department Chairmen

As noted on the organizational chart, the college has four basic departments under the supervision of Department Chairmen. The Department Chairmen report directly to the Vice-President and President and meet at least once a month with them to coordinate the instructional program. The general duties of the Department Chairmen are to supervise the facilities, faculties, and other resources available for the promotion of the optimum of quality technical education within the Department. In particular, they are responsible for maintaining existing curricula and developing new curricula in cooperation with professional advisory committees and the Vice-President; for the development of the specific content of the courses taught by their department; for the selection of textbooks and expendable materials needed by the department; for the arrangement and maintenance of classrooms, laboratory rooms, and equipment assigned to their department; for recruitment, supervision, and evaluation of the faculty within their respective departments; and for developing, in cooperation with the Director of Business Affairs and the Vice-President, operating and capital equipment budgets and the determination of laboratory expendable budgets. The Department Chairmen work closely with the Director of Student Services in the recruitment, counseling, and placement of students enrolled in their departments. They, in coordination with the Vice-President, assist in planning faculty, student, and facility schedules.

Advisory Committees

Each of the technologies at Scioto Technical College has an Advisory Committee composed of knowledgeable persons in the community in that technical area. These advisory committees were originally organized to determine the direction of programs in order to meet the employment needs of the community. They continue to meet to review and consider changes in curricula, and propose modifications which should be made to up-date the program of instruction.

COMMITTEE ORGANIZATION

Standing committees and ad hoc committees are the two basic types of committees at Scioto Technical College. Standing committees handle matters which are perennial and operational to the college, while ad hoc committees are temporary and are dissolved upon completion of their specific assignment.

Appointment to standing committees is generally for a two-year term with members grouped in alternate schedules so that one-third of each committee is replaced annually. A proposal to establish or delete a standing committee must be submitted to the Vice-President and/or appropriate Department Heads.

Since the school has been in operation only one year, committees are still in the process of formulating policies and guidelines. All

committees are responsible to the faculty and to the President and Vice-President of the college who are ex officio members of all committees. Each committee must submit a report to the President and Vice-President at the end of each academic year.

Administrative Staff Committee

This committee is composed of the President, Vice-President, Director of Student Services, and Director of Business Affairs. Meetings are held at least once a month to discuss current problems, programs, budget, and to communicate decisions.

STANDING FACULTY COMMITTEES

Administrative Disciplinary Committee

The purpose of the Administrative Disciplinary Committee is to conduct student disciplinary cases which involve faculty, administration, or non-academic cases. The three top-ranking administrative officers of the College comprise this committee.

Campus Disciplinary Committee

The purpose of the Campus Disciplinary Committee is to review all student infractions and to recommend action to be taken. This committee consists of three appointed faculty members and three student body members.

Intra-Collegiate Committee

The purpose of the Intra-Collegiate Committee is to review and to set the policy for intra-collegiate athletics. The office of the Vice-President and Director of Student Services is authorized to hold jurisdiction and to establish policy and control of all intra-collegiate athletic activities. This committee is composed of the Vice-President, Director of Student Services, three appointed faculty members, and three students.

Who's Who in American Junior Colleges

The purpose of this committee, composed of six faculty members, is to select each year qualified candidates from Scioto Technical College for membership in Who's Who in American Junior Colleges.

Curriculum Committee

The purpose of the Curriculum Committee is to review, recommend, and influence changes and development in the courses offered at Scioto Technical College. Each year the committee, composed of one representative from each institutional area, will submit a formal report specifying approval, changes, or additions recommended in all program areas of the college.

Campus Aesthetic Committee

The purpose of the Committee is to formulate an "art" object on

campus using the media of industry and the arts. The committee is composed of three faculty members.

Faculty Handbook Revision Committee

Two departmental chairmen, two faculty members, and the Vice-President will consider any suggestions for revision of the Faculty Handbook.

Long-Range Planning Committee

The purpose of the long-range planning effort is as follows:

- (1) to estimate capital funding required to meet existing and future needs;
- (2) to identify any and all areas of possible cooperation such as use of facilities, programming, student activities, business management with Portsmouth Branch of Ohio University; (3) each biennium, to assist the institution in determining capital needs. The committee consists of the President, Board of Trustees, Vice-President, and Director of Student Services.

DECISION-MAKING PROCESSES

During the first year of operation, most decisions concerning budget, employment, and disciplinary problems were handled by the administration. Since instructors could not be hired until there was sufficient enrollment and were therefore not involved in the original planning, equipment purchasing, and budgeting, it was logical and necessary for administration to continue making the major portion of the

decisions. As faculty became more involved in all phases of the college operation, and as their willingness to accept responsibility became known, administration assigned duties; and faculty members were, at this point, able and willing to take additional responsibilities. Department Chairmen, who were appointed during the first year, became more active in directing their departments. Activity sponsors were assigned, and thus the decision-making processes by faculty have expanded in use and effectiveness during this second year in operation.

Budgetary Decisions

Requests for additional equipment originate with individual faculty members. These requests are presented to the Department Chairman. After a discussion of priority needs at department meetings, the request is sent to the Vice-President and the President who, after due consideration and review, either reject it or give it to the Director of Business Affairs for final processing. Supplies used by faculty members in their day-to-day instruction are requested from the Department Chairman, who submits a requisition to the Director of Business Affairs.

Any requests for capital improvements follow the same procedure as that for equipment, except that they go from the President to the Board of Regents for approval.

If, after talking with his advisory committee and administrative staff, the President feels that a new facility or an addition to the present

facility is needed, he presents the proposal for such an addition to the Board of Regents.

Faculty Employment, Evaluation, and Dismissal Procedures

The appointment of new faculty begins with a review of the applicant's credentials by the Vice-President and the Department Chairman. Upon favorable evaluation, the Department Chairman, when possible, will interview the applicant. If the chairman believes the applicant should be considered for employment, an appointment is made at which the Department Chairman and the Vice-President jointly interview the applicant and review his qualifications. Should the screening committee decide that the applicant be appointed, contract negotiations are completed by the Vice-President and/or the President.

Appointment to the college faculty becomes official at the time the contract is executed. Initial employment and academic rank or classification is recommended to the Board of Trustees by the President of the College pursuant to eligibility requirements, related work experience, and military service (except in cases not specifically covered by minimum criteria, and then the President shall make the decision).

Faculty members are evaluated annually. They evaluate themselves (see Appendix D) and then have a conference with their respective Department Chairman to discuss areas of possible strength or weakness. After meeting with each department member, the Department Chairman meets with the President to discuss the self-evaluation of each faculty

member in his department. The faculty member is then notified as to reappointment and promotion.

Faculty members who have a concern as a result of the evaluation may request a conference and further review by the Vice-President. This appellate process may be continued to the President and finally to the Board of Trustees.

Student Discipline Processes

Student disciplinary problems, which were few and minor during the first year of operation, were handled by individual faculty members; and if the situation warranted, by administration. At this time, a Campus Disciplinary Committee has been appointed to handle minor infractions.

Any student guilty of an infraction of House Bill 1219 (Student Handbook) is immediately referred to the Administrative Disciplinary Committee for appropriate action which could include any of the following: warning, reprimand, social restrictions, fines, disciplinary probation, suspension, and expulsion.

Elimination or Addition of Educational Program

The Administrative Staff determines the need for a new program by sending out questionnaires, talking with advisory committees, and receiving inquiries requesting the program. The President and his Advisory Committee then discuss the feasibility of adding the program. If it is

decided that a new technology should be added, a program and specifications are written and submitted to the Board of Regents for approval (see Appendix F).

Whenever lack of students makes it inadvisable to continue a program, the decision to drop that program is almost automatic; however, the final decision is made by the President.

EVALUATION AND PROPOSALS

One of the problems in any school, especially a new one, is that of communication between administration and faculty. During the first year in operation, this problem was especially apparent. There were inconsistencies in policies, procedures, and decisions which possibly resulted from the reliance of administration on informal, oral communications between themselves and the faculty and staff. Lack of set, written policy caused misunderstandings and misinterpretations in all areas, tending to lower faculty morale.

This problem has been remedied to a great extent by the publication of Faculty and Student Handbooks which have clarified policies and procedures that affect the interaction of students, faculty, and staff. By having definite, written guidelines, faculty members feel that they have more freedom in dealing with the day-to-day problems that arise.

Another problem prevalent during the first year in operation was the uncertainty on the part of Department Chairmen as to their duties

and authority. This uncertainty led to a hesitancy to assume responsibility. The establishment of monthly meetings of the Department Chairmen with the President and Vice-President has alleviated this situation. Information received at these meetings is conveyed to individual faculty members at monthly departmental meetings.

It should be noted that communication, cooperation, and respect among faculty members is exceptional. This cooperation and unity of purpose have been especially demonstrated in writing this self-study. We feel that as the college grows, increased formality and more written communication will be inevitable.

IV

ARE THE PROGRAMS OF INSTRUCTION ADEQUATE
IN KIND AND QUALITY TO SERVE THE PURPOSES OF THE INSTITUTION?

Ray Irwin, Chairman
Ron Miller
Mike Gampp
Shannon Kiser
Ralph Vanzant

CURRICULUM STATUS

The Scioto Technical College was chartered by the Ohio Board of Regents in 1970 for the purpose of providing two years of post-high school technical education to the citizens of Southern Ohio.

The Ohio Board of Regents has given to the school the authority to issue two degrees to those students who successfully complete the requirements: (1) Associate Degree of Applied Business; and (2) Associate Degree of Applied Science.

The Associate Degree in Business can be earned in the following areas:

- Accounting Technology
- Data Processing and Computer Programming Technology
- Executive Secretarial Technology
- Retail Mid-Management

The Associate Degree in Science can be earned in these areas:

- Civil Engineering Technology
- Electro-Mechanical Engineering Technology
- Industrial Engineering Technology
- Plastics Engineering Technology
- Water and Outdoor Recreation Technology
- Dental Hygiene
- Medical Laboratory Technology

Because the community indicated a need, the following programs were approved but are presently not functioning due to insufficient

enrollment: Food Service Administration Technology and Metallurgical Engineering Technology.

New programs projected for next year (1973-1974) are the following:

Banking and Finance Technology
Corrections Technology
Social Services Technology

Possible new programs projected for the near future include:

Business and Court Reporting Technology
Chemical Technology
Crime Laboratory Technology
Dental Laboratory Technology
Environmental Technology
Instrumentation Technology
Pharmaceutical Technology

Future programs are added as the need arises pending approval by the Ohio Board of Regents. This need is in response to requests of professional groups of business trends in the community (Table 9).

Accreditation Agencies

Scioto Technical College is approved by the following accrediting agencies:

North Central Association of Colleges & Universities
(Correspondent Status)
U.S. Office of Education
American Association of Junior Colleges
Ohio Board of Regents
Ohio State Department of Education
Veterans Administration
Bureau of Vocational Rehabilitation
Social Security Department
American Dental Association (Preliminary Approval)
American Medical Association (Pending)
Engineers Council for Professional Development (Future)

TABLE 9
CURRICULUM DEVELOPMENT AND IMPLEMENTATION
FOR NEW TECHNOLOGY

Profession:

Request by profession, often through one of its organizations, to develop and offer a new technology.

Advisory Committee:

Appoints an advisory committee. Membership recommended by the profession.

Need:

Employment opportunities for potential graduates determined by advisory committee and staff. Survey often used.

Development:

Curriculum, faculty standards, facility requirements, student recruitment and graduate placement developed by advisory committee and college staff.

Board Curriculum Committee:

Curriculum, etc. presented to Board Curriculum Committee for approval to proceed with applications to the Ohio Board of Regents and the Vocational Education Division.

Application:

Applications for approval of new degree program written.

Ohio Board of Regents - Vocational Education Division:

Applications presented to the Ohio Board of Regents and Vocational Education Division for approval.

Board of Trustees:

Approval of Board of Trustees to implement program.

Implementation:

Recruitment of faculty and students, Development of course outlines and clinical affiliation if necessary.

Curriculum Related to Community

The purpose of the school is to provide trained people for employment with business, industry, and health services in the area. To meet this need, it is essential for the school to be aware of the needs of the area employers. This contact is conducted by the recruiters and the faculty with each seeking to place summer interns and graduates. All other contacts made by the school administration are also possible avenues for initiation of new courses and/or programs.

Dual Control

The organization of the curriculum at Scioto Technical College is designed to meet the requirements of two governing bodies--the Ohio Board of Regents and the Division of Vocational Education. The requirements that are prescribed by these two agencies are usually, but not in all instances, compatible. The philosophy of Scioto Technical College is in agreement with the standards of these two bodies.

The requirements that are set forth by the Board of Regents are that the curriculum be divided among three areas: (1) Basic, 25 percent, (2) Non-Technical, 25 percent, and (3) Technical, 50 percent. Basic courses include mathematics, physics, business law, economics, and chemistry. Non-technical courses include English, social studies, and the humanities. The technical courses are different for each particular technology.

In addition to the above requirements, students are limited to a maximum course load of 18 quarter hours per term. The number of quarters needed to complete a program varies from six to eight, depending upon the program.

The requirements of the Vocational Education Division are expressed in terms of classroom and laboratory contact hours. A minimum of 1,650 class hours is required during the two-year curriculum. One half of the hours are required in technical related courses, including the courses defined as "basic" by the Board of Regents. Twenty percent of the hours are required in communication and leadership courses. Basic laboratory skills of a "manipulative nature" are to account for 15 percent of the hours. The remaining 15 percent may be assigned as the college desires between the two preceding categories (Appendix A).

Department of Business Technologies

There are four programs currently being offered in the business department at Scioto Technical College. These programs are (1) Accounting Technology, (2) Data Processing and Computer Technology, (3) Executive Secretarial Technology, and (4) Retail Mid-Management Technology. There are presently eight faculty members in the business department and 175 students enrolled in the programs.

Accounting Technology gives the student background in accounting concepts and principles and experiences in the application of the theory

he learns, placing emphasis on the use of modern electronic accounting and calculating machines. The accounting student will be trained to apply his accounting skills in the field of data processing and computers by "hands on" experience on the computer.

Data Processing and Computer Technology is designed to give the student experience in the application of modern automated data processing systems to business situations. Upon completion of the program, the student will be able to find employment in the field of data processing as a computer operator, computer programmer, or data processing manager. With sufficient experience the student could advance to higher positions.

The Executive Secretarial program concentrates on the skills needed by all secretaries and clerks. In addition, students are placed in positions where they must exercise judgment, display initiative, assume responsibility, and make decisions within guidelines. The executive secretary is an assistant to management.

Retail Mid-Management Technology prepares students for entry-level positions in marketing and distribution. Students are prepared for meaningful careers by combining relevant classroom instruction with significant internships. Classroom emphasis is placed upon contemporary concepts and trends in retailing and distribution, with internship emphasis placed upon applying classroom theory to actual business situations.

In order to gain insight into the attitudes of the students in the various business programs, a student curriculum questionnaire was circulated to all business students. The results of the curriculum survey of the business students indicate that the students seem to be well satisfied with their respective programs. Of 118 students, only 14 indicated that they would not recommend the program in which they were currently enrolled. The majority of the students rated the business curriculum as either good or excellent. Not many students transfer from one program to another within the business area, indicating that the students are pleased with their programs (Appendix D).

The business department members, in cooperation with members of the business community and administration, are continually reviewing and making the needed changes in the business curriculum.

Department of Engineering Technologies

At this time, five programs are being offered in Engineering at Scioto Technical College:

- (1) Civil Engineering
- (2) Electro-Mechanical Engineering
- (3) Industrial Engineering
- (4) Plastics Engineering
- (5) Water and Outdoor Recreation

The Civil Engineering Technology program is designed to turn out para-professional construction inspectors, field surveyors, construction estimators, and highway laboratory technicians. These technicians must possess skills in areas such as field construction, surveying, municipal

water and sewer construction inspection, computations of construction quantities for highways and bridges, and inspection of county engineering projects, including flood control projects. They are trained also to serve as laboratory technician assistants at State Department of Transportation Highway Materials Testing Laboratories, performing tests on highway materials for construction projects.

The Civil Engineering program is rearranging some of its curriculum because of math prerequisite difficulties before the fall term of 1973.

The field of electro-mechanical engineering is relatively new to industry. The electro-mechanical graduate is a hybrid, para-professional who is informed in both electrical and mechanical engineering. However, more emphasis is placed on electrical concepts. The objectives of the program are to create a confident technician who possesses a basic knowledge of practical applications in his field and to improve his thinking ability.

The electro-mechanical curriculum has been slightly modified, but is now in good order.

The industrial engineering student, upon completion of his program, will be qualified to search for prompt and efficient means of producing a well-designed product at minimal cost. The program is now being phased out because of low enrollment.

The Plastics Engineering Technology curriculum is designed to provide a wide range of learning experiences that include design, drawing, planning, testing, chemistry of plastics, manufacturing processes, molding, casting, welding, thermoforming, electroplating, vacuum metallizing and extrusion. At this time, some of these learning experiences cannot be covered in depth because of inadequate lab equipment. To satisfy the void created by the deletion of the Industrial Program, it is necessary to add some new courses to the plastics curriculum. The revamping is being done by the instructors, department chairman, and the administration with some input from students.

The Water and Outdoor Recreation program is designed to meet the increasing demand for people in the recreation industry. The student receives a range of course offerings from ecological study to administration, and he will be able to function in a supervisory capacity in a park situation, either public or private.

A survey was conducted among the engineering students concerning curriculum evaluation. The results indicate that students are satisfied with their program. Students believe that the instruction is relevant to the skills required in their profession (Appendix D).

The engineering faculty constantly is receptive to ideas which would enhance the quality of the programs. The faculty, in general, believes that the engineering curriculum is adequate, but will be greatly improved when more funds are available for additional equipment.

Department of Health Technologies

The Dental Hygiene Technology is designed to graduate a hygienist who can work in a dental office, school system, public health or private welfare agency, industry, hospital, or clinic. The student works under the supervision of a dentist. After the successful completion of the two year program, she is eligible to take a licensing examination prescribed by the Board of Dental Examiners in the state which she chooses.

In March, 1972, the college employed a full-time director to develop a program for Medical Laboratory Technology, which was implemented in the fall of 1972. This program consists of six quarters of clinical and didactic study at the college followed by 22 consecutive weeks of clinical instruction at a nearby hospital or medical laboratory facility. A graduate of this program will have met the eligibility requirements for the National Registry Examination to become a Medical Laboratory Technician certified by the American Society of Clinical Pathologists.

To facilitate the administration of a survey, Dental, Medical, and Water and Outdoor Recreation Technology were combined, although this survey involved two separate departments. The results of this survey show that for the most part, the students in these technologies have definite goals in mind before entering school. Consequently, the students would have some knowledge, although limited, as to course work and content and how it might pertain to their future employment. For this

reason they were queried regarding their attitudes toward the college work. In general, the students felt that courses in their major field were beneficial (Appendix D).

There have been curriculum changes in Medical Technology, Dental Hygiene, and Water and Outdoor Recreation courses based mainly upon faculty recommendation. The primary reasons for changing were to combine repetitive courses and to add courses not previously covered. In all instances, changes were made with concurrence from respective advisory committees.

Department of General Studies

General Education at Scioto Technical College includes the following areas: Communication Skills, Mathematics, Science, Sociology, and Psychology. In addition, until a Department of Community Services is established, two new technologies, Social Services Technology and Corrections Technology, will operate under the Department of General Studies beginning the 1973-74 school year.

The Social Service Technology is designed to train caseworkers, vocational counselor trainees, rehabilitation aides, and mental health technicians. The Corrections Technology will provide students with an understanding of deviant behavior within modern society. The Corrections Technology, while open to any student, is a direct response for training in corrections created by the new Southern Ohio Correctional Institute, Lucasville, Ohio.

The more traditional areas of General Studies (i.e. Communication Skills, Math, Science, Sociology and Psychology) attempt to provide fundamental and supportive knowledge to the technical fields offered at the college.

As indicated by a student survey examining the Communication Skills and Sociology and Psychology areas of General Studies, students indicated that these courses are average to good (Appendix D). Student evaluation of the Mathematics and Science courses was conducted by other surveys designed specifically for each technology. From these surveys, students indicated that their math and science classes were helpful and necessary to the technical courses they were taking. Thus, student surveys indicate that a positive student attitude toward General Studies courses exists.

In the area of Communication Skills, both students and faculty felt there was too much duplication in the three quarters of Communication Skills offered to freshmen. In the near future, an expanded course outline designating points of emphasis for each class will be developed to eliminate this duplication. Also, the technical writing instructor will attempt to work even more closely with the technical instructors in the assigning and evaluation of technical reports. In the speech education program, the instructor has been emphasizing the public speaking approach, but more and more the need to recognize the demands of interpersonal speech communication is apparent. Thus,

the interpersonal aspect of communication will be emphasized in an attempt to adjust to the needs of the technically-oriented student. Also, video-taping equipment is presently being purchased for use by the speech department to help analyze special problems of verbal communication. In mathematics, the most pressing problem is to arrange classes according to the math backgrounds of the student; in an attempt to do this, it is tentatively planned to group technical math students (if the enrollment permits) beginning in the 1973-74 school year.

Developmental Program

The developmental courses have been a vital part of the General Studies program at Scioto Technical College. These courses include Pre-Technical English, Pre-Technical Mathematics, Pre-Technical Physics, Pre-Technical Chemistry, and Pre-Technical Biology. The Director of Student Services attempts to determine whether a student should participate in one or more of these developmental courses by an examination of the student's ACT test score and by an examination of his high school grade average (Table 10).

Because of the limited offerings of introductory technical courses, several students have attempted to take pre-technical courses in math, chemistry, or physics while they were also enrolled in a technical course for which the pre-technical course was a prerequisite. It is the policy that these students who need pre-technical courses should take these courses during the summer; however, many of these students do not

TABLE 10
PLACEMENT MODEL

<u>English</u>		
<u>ACT Test Scores</u>	<u>High School Record</u>	<u>Placement</u>
An ACT Test Score of 15 or Below in English	English Grade Point Average Below 2.00	Pre-College English
An ACT Test Score of 16 or Above	English Grade Point Average 2.1 or Above	Communication Skills I
<u>Math</u>		
An ACT Test Score of 15 or Below in Math	Lack of Algebra I and Plane Geometry OR A Grade Point Average of below 2.00 in Algebra and Geometry	Pre-Tech Math or Business Math
An ACT Test Score of 16 or Above	A Math Grade Point Average of 2.00 with Algebra and Plane Geometry	Tech-Math and Data Math
<u>Physical Sciences</u>		
An ACT Math Score of 15 or Below; A Natural Science Score of 16 or Below	Lack of Algebra I and Plane Geometry OR A Grade Point Average of Below 2.00 in Algebra and Plane Geometry. No High School Chemistry or Physics	Pre-Tech Science
An ACT Math Score of 16 or Above: A Natural Science of 17 or Above	Algebra and Plane Geometry with Above A 2.00 Grade Point Average: Chemistry or Physics	Physics, Chemistry, Biological Science

attend the summer session. Thus, if the student needs pre-technical courses during the first quarter, he should delay work in his technical area until the second quarter.

An integral part of the developmental program is the reading laboratory. The reading laboratory has equipment and material to improve and encourage reading as well as other aids to help promote better verbal and written communications. While use of the reading lab is voluntary, the individual instructor can schedule special sessions in the reading laboratory throughout the quarter. At the present time, more faculty planning is needed to provide maximum benefit from the reading laboratory.

Adult Continuing Education

The adult continuing education program of para-professional education concentrates in two areas: (1) evening classes offered for the general public, and (2) special classes organized in cooperation with local business and industry. More specifically, the part-time program is designed for adults who desire to:

1. Earn credit applicable toward the Associate Degree.
2. Upgrade skills to meet the on-the-job requirements of business and industry.
3. Learn new skills and concepts necessary for advancement.
4. Select credit or non-credit courses as personal interest dictates.

Evening Division students may apply any time prior to the announced closing of registration. No school records need to be submitted at this time. Technical college students should be high school graduates or the equivalent.

For the fall and winter quarters (1972-1973), an average of 100 students have been enrolled in the Evening Division.

Special Programs

Since October, 1972, the Practical Nurse Program has been offered at Scioto Technical College. This course is a 48 week program, in which the first 18 weeks provide the student with certain concepts, attitudes, and skills basic to practical nursing. The last 30 weeks provide for more clinical experience with correlated theory.

Presently, a program sponsored by the Bureau of Vocational Rehabilitation is being offered at Scioto Technical College. This special class is training counselors to work with social services.

Attempts are always being made to cooperate with the needs of local business and industry. For example, special classes in metallurgy were taught for the employees of the Dayton Foundry and Ohio Stove Corporations. The tuitions for these classes were paid by the companies. In addition, during the summer of 1972, the Bureau of Vocational Rehabilitation offered a summer course in general office work to several ladies classified as "hardcore" unemployed. In the near future, a recreational aides program will be offered to train individuals to work in nursing

homes as recreational, hobby, and craft leaders. The college will offer special off-campus or on-campus classes, which will be arranged as demanded by the community.

THE QUALITY OF INSTRUCTION

Recruitment of New Faculty

Recruitment is primarily conducted on two fronts. One is through contact with other technical colleges and if necessary through newspaper advertisements. All other areas are utilized with input from present faculty desired.

Induction of New Faculty Members

Scioto Technical College is a smaller institution which utilizes a semiformal policy for the induction of new faculty members. All faculty members are requested to attend a general orientation meeting at the beginning of the academic year. At that time, the administration advises the faculty of institutional practices. Departmental meetings follow the general session and serve to inform the faculty members of departmental policies. New faculty members usually work directly and informally with a department senior member.

Recognition of Good Teaching

Good teaching is both encouraged and recognized at Scioto Technical College by a system of ranking which provides promotion in

academic rank and subsequent salary increases. These steps in academic rank include Instructor, B.S., Senior Instructor, M.A., Assistant Professor, Full Professor, and Ph.D. A detailed statement of the requirements for each and the procedure followed in advancement may be found in the Faculty Handbook.

Professional Growth

Professional growth at Scioto Technical College is encouraged. Faculty members are permitted to attend workshops and to make professional visitations to other institutions or businesses. This is encouraged by the institution to keep the faculty abreast of the latest techniques.

Academic Freedom

The faculty at Scioto Technical College enjoys a great deal of freedom. Since the college has been operating less than two years, each of the departments is still in the process of setting up courses. Most of the faculty do not yet have time to do work on any type of research because their energies are directed towards the establishment of the best programs possible at Scioto Technical College.

Faculty Retention and Promotion

The procedure for retention is explained in the Faculty Handbook. There is a definite period for informing a faculty member of intent not to rehire, for recommending promotion, and for the distribution of

contracts. There is input from individual instructors and department chairmen regarding retention. Contract negotiation is on a personal basis with consideration given to department chairmen recommendations and budgetary restrictions.

Tenure

As stated in the Faculty Handbook, Ohio does not have any laws governing tenure at the college level. Since the college is a little over a year old, it is too infant to set any policies at this time on tenure.

Institutional Concern for Improvement of Instruction

The faculty of Scioto Technical College considers that the student body is a prime source of information for the institution's improvement of instruction. The faculty is receptive to students' suggestions and evaluations concerning possible deletions, additions, or changes within a program of instruction. The administration also considers that the students provide valuable input for improvements and encourages such action.

V

ARE THE INSTITUTION'S POLICIES AND PRACTICES
SUCH AS TO FOSTER HIGH FACULTY MORALE?

Frank Trogus, Chairman
Charles Staggs
Bob Decker
David Prior

Introduction

Morale by its very nature is a subjective quantity. It deals with how one views or feels about a given set of policies and practices. High morale is essential to faculty effectiveness. This section deals with how the faculty feels about some of the policies and practices of the institution. It should be pointed out that there is considerable difficulty in objectively gathering and reporting data in such a subjective area. Emphasis is placed on how one feels about a given policy or practice rather than the specific statement of policy or practice.

Acquisition of Data

Due to the small faculty population, a statistical data list of attitudes and feelings would have little merit. As such, a questionnaire was passed out, asking a yes or no response to a satisfactory level of morale. Comments on various policies and procedures were encouraged. This report centers on the comments made on the questionnaire.

Questionnaire Presentation

The questionnaire presented to the faculty and a compilation of the comments and responses are shown on the following pages.

TO: Faculty

FROM: Morale Committee

The following questionnaire concerns our accreditation with the North Central Association in the area of faculty morale. To this end, we ask you to take a few minutes of your time to express your opinions on these important topics. Your feelings will be included in the document submitted to North Central. These questionnaires will be filed with the faculty accreditation chairman, Mrs. Fluty, for possible inspection by the North Central Association. You need not sign this document. Please return this form to a Morale Committee member or place in his box on or before Thursday, November 30. Morale members are Trogus, Decker, Prior, Staggs.

We would encourage your comments on these items. We are trying to "zero in" on your true feelings. When possible comment on positive action and methods for improvement. Your help in this is appreciated. Thanks!

With respect to the following policies and practices, do you feel that the institute is maintaining a satisfactory level of morale?

I. Salaries and Contracts

Yes 12 No 8 No Response 2 Commenting 8

Comments: Of those commenting there seems to be some misunderstanding about the increment system and the salary range. The particular comments offered concerning salary were the following: salaries at the college are comparable to area public schools; some instructors feel that technical colleges elsewhere are compensated at a higher rate; some feel that part-time teaching is not compensated at the same rate as regular loads. Some comments expressed dissatisfaction with the across-the-board pay raise and contracts being issued late in the academic year.

II. Service Load and Working Hours

Yes 9 No 12 No Response 1 Commenting 10

Comments: The comments centered around excessive loads. Specifically the comments were these: the concept of a forty-hour work week contributes to low morale; excessive contact hours do not

allow for effective teaching; excessive loads should be compensated for in some way.

III. Retirement Provisions

Yes 18 No 2 No Response 2 Commenting 1

Comments: The comment was that retirement is a standard policy throughout the state.

IV. Insurance and Other Benefits

Yes 18 No 2 No Response 2 Commenting 1

Comments: The comment offered praised the medical coverage, but felt that the coverage should be provided for the entire family.

V. Office Facilities

Yes 3 No 17 No Response 2 Commenting 15

Comments: The overwhelming majority of those responding felt that the office facilities were very inadequate. It is felt that this is a major problem to faculty morale that needs immediate attention and rectification.

VI. Secretarial Help

Yes 15 No 5 No Response 2 Commenting 6

Comments: The majority of those responding felt that there is satisfactory secretarial help.

VII. Technical Assistance

Yes 11 No 3 No Response 8 Commenting 4

Comments: The majority of those responding felt that there is satisfactory technical assistance available. It was suggested that additional audio-visual aids and lab equipment be made available.

VIII. Student Assistance

Yes 14 No 4 No Response 4 Commenting 5

Comments: The majority of those responding felt that there is satisfactory student assistance. Those commenting unfavorably suggested

a need for student lab assistants and the possibility of adding a woman counselor to the staff.

IX. Selection and Appointment of New Faculty

Yes 15 No 5 No Response 2 Commenting 3

Comments: Comments were offered, suggesting that the faculty should be involved with interviewing and selecting new faculty members.

X. Tenure

Yes 8 No 8 No Response 6 Commenting 8

Comments: Of the comments submitted, five expressed a desire that the Institute adopt a tenure policy, and two comments indicated an unawareness of such a policy.

XI. Academic Freedom

Yes 16 No 3 No Response 3 Commenting 6

Comments: The comments expressed feelings of uncertainty in regard to academic freedom.

XII. Professional Growth

Yes 12 No 7 No Response 3 Commenting 9

Comments: Those making comment felt the college favored attendance of seminars and making field-trips for the purpose of promoting professional growth, but that such practices were restricted due to teaching schedules and an apparent lack of funds for such purposes.

How would you describe the general morale of the faculty?

Number Commenting 21

The morale would appear to be fairly good, although there is a dissatisfaction caused by some misunderstanding about faculty re-employment last year, which is making itself felt now. This has given the faculty a sense of insecurity about re-employment for the coming year. The administration has taken steps because of this misunderstanding and would seem to be trying to formalize its re-employment procedures.

What are the assets at this point in time at Scioto Technical College which lead to high faculty morale?

Number Commenting 12

There is a clear consensus indicating that the faculty is congenial, dedicated in purpose, and satisfied with conditions generally, and with relationship to the administration.

What are the drawbacks at this point in time at Scioto Technical College which lead to low faculty morale?

Number Commenting 12

Almost a unanimous response was concerned with inadequate work space for the faculty, resulting in difficulty in study and preparation. Nine out of twelve respondents were critical of the work-load and what was termed as a 40 hours per week concept. Four respondents expressed a need for improved communications between the faculty and the administration. Three members of the faculty felt morale would be improved if the students generally would show more interest and a better attitude.

Discussion and Recommendations

From the data gathered in this report there seems to be two morale problem areas that warrant consideration and positive recommendation. These problem areas are service load and working hours and office facilities. Both of these areas evoked negative response with constructive comment.

The comments on service load and working hours centered on two areas, a forty-hour work week concept and excessive loads. It is the recommendation of this committee that a faculty-administration group be set up to study the forty-hour work week concept and the excessive loads.

The comments on office facilities centered on inadequate office facilities. The present arrangement of all faculty in one large open room is too distracting for class preparation, student counseling, and personal study.

It is recommended that individual cubicles be partitioned for the faculty; that each faculty have his own desk rather than "share" desks; that a telephone with an outside line be installed; that enough office supplies be available rather than "rationed because of shortage"; and that more cabinets and book shelves be provided.

Another area which deserves attention is tenure. There are equal positive and negative responses to this area. At this point it would be difficult to be conclusive in this area.

From the nature of comments made on assets and drawbacks to faculty morale, this committee recommends that steps be taken to increase and improve faculty-administration dialogue. This meaningful dialogue would serve to alleviate existing and potential morale problems. It is further felt that this communication would be a definite motivating factor for all involved.

VI

IS STUDENT LIFE ON CAMPUS RELEVANT TO THE
INSTITUTION'S EDUCATIONAL TASK?

Ronn Rucker, Chairman
Paul Taylor
Orville Ferguson
Dave Cleaves
Roger Deitchel

Although the primary goal of a technical college is to produce career-ready persons who will assume places at the end of two years in the total labor force, the administration and faculty of Scioto Technical College realize that full individual development and a self-actualizing sense of dignity must accompany the individual's educational pursuits. They feel that the institution has a commitment to meet student needs in a variety of ways.

Division of Student Services

During the first year and a half of operation, the college has attempted to meet student needs through the Division of Student Services, which consisted of the Director of Student Services and two counselors for the first year. In the fall of 1972, a fourth member in charge of placement was hired.

The Director of Student Services, who works both as a supervisor and a counselor, has final authority over all student-related activities. While each member of the student services staff performs personal counseling, other duties are allocated. One member works not only with counseling but also with grades and academic records. Another staff member serves as a financial aid counselor and does most of the recruiting. The last addition to the staff, the Placement Director, is now formulating plans for the placement of graduates.

Orientation

Orientation at Scioto Technical College is a two-fold process. Since the institution is small, each student sees a counselor before enrolling at the college. At this time the first phase of orientation is accomplished. The student and counselor discuss the student's background and reasons for wanting to enroll in a particular program.

If the student has not been through the facilities, he will be toured and shown each of the labs for the respective technologies. The student will be encouraged to ask questions. Prior to this interview, the student has been sent an application, transcript request form, ACT registration materials, and a financial aid brochure and application.

Through the mail the student will then receive a variety of forms including a Personal Data Sheet, summer school and housing information. He will be sent instructions for scheduling time and dates. Computerized schedules and registration materials are packeted allowing the student an opportunity to register in a short time. An advisor, pre-assigned, will be met this day, and each student will receive a Student Handbook.

The second and formal phase of orientation does not take place until the second week of school. The counselors and students feel this is better than before classes begin so that a student will be better prepared to ask relevant questions. The students are shown the institution's administrative breakdown, the duties of counselors, and placement and financial aid is discussed at length.

Financial Aid

Perhaps because this institution is on the fringe of Appalachia or perhaps because the majority of the students are commuters, the number of persons receiving financial assistance at the technical college is large. Of 478 students who began the second year at the college, 212 (44.3 percent) were receiving financial assistance. The total dollar amount spent for financial assistance for these students was \$207,000, an average of \$976.41 per student.

Scioto Technical College's philosophy on financial aid is based on the belief that the prime responsibility for assisting a student in meeting college expenses lies with the individual student and his family. However, it is recognized that in spite of prudent financial planning many individuals and families of students may require some assistance in financing an education. Financial assistance from the college should be considered as supplemental to the family effort, but the technical college stands ready to help the student who is willing to help himself, and whose family will help him as income and assets permit.

The college participates in four major types of financial assistance, three of which are federal programs--National Direct Student Loan, College Work-Study and Educational Opportunity Grants--and one, a state program, the Ohio Instructional Grant.

In addition, there are students in attendance who are receiving Veterans' Benefits, Social Security Benefits, Welfare Benefits, Bureau

of Vocational Rehabilitation Assistance, Public Assistance for Vocational Rehabilitation (PAVR), and money through federally and locally supported Guaranteed Loan Programs.

There are also two scholarship funds, Burton Stevenson Endowment and Harbison-Walker Scholarship Foundation, from which technical college students receive help.

Work-Study Program

College work study is a unique program since 25 percent of the total number of students receiving aid under this program must work off campus. This arrangement allows students who are working off campus (away from the college) to serve as goodwill persons in the community. During the current year the institution will send students to work in a variety of places, ranging from three civil engineering students working for the Scioto County Engineer's Office as surveyors to one young lady who helps in the accounting department of the Scioto County Joint Vocational School. Some students will work at the various high schools in the county as janitors and secretaries and in other public agencies.

College Work Study, then, not only provides an opportunity for a student to help pay for his education, but also can serve as a tremendous learning experience for that student.

Housing and Transportation

Since 82 percent of the students live at home, only a small percentage of students require local residence. During the month of April, the college advertises through the local news media for available housing for technical college students and places all responses on a master list. Each prospective student is sent this list and advised that since this is simply an available list, he should be cautious when making a choice. The list and cover letter state that the Division of Student Services will assist families in any way possible with housing. At no time during the first two years of operation has there been a student who was unable to attend school because of housing or transportation problems.

Counseling

The guidelines for the counseling division of the Department of Student Services are that both individual and group counseling be provided in the following areas: personal problems, academic problems with emphasis on scheduling, withdrawing from classes and school, tutoring, study methods, transfer credit, testing, admissions counseling, and group counseling.

While the counselors attempt to work with teachers on a referral basis, many of the students come to the counselor on a "walk-in" or self-referral basis. Of the 183 responses concerning counseling in a

student services survey (Spring, 1972), 138 indicated that they considered the services excellent or good, 16 persons did not respond, and only 2 felt the services poor.

Tutorial Program

Student Services administers a tutorial program, at no cost to the student, which provides individual tutoring for those students who need academic assistance. Student tutors are employed at a rate of \$2.00 per hour, and in some cases, faculty members are employed after regular hours. Each college faculty member spends approximately 10 hours weekly providing guidance and tutorial services.

Extra-Curricular Activities

The Student Services staff and the administration have constantly encouraged extra-curricular activities for the students. However, since all of the students commute, many are married with family responsibilities, and many have part-time jobs, few of the students have the time or interest to participate.

During the first year of operation, a student government was begun with election from each of the 11 technologies of a member to a general student senate. These members then ran for four general offices-- president, vice-president, secretary, and treasurer. The Director of Student Services met with the government to explain how much money

was budgeted for activities and requested that the government establish rules of conduct which they felt necessary. During the second quarter, the group dissolved itself.

In February, 1973, interest revived, and a new student government has been elected which seems to have strong student backing.

During the first year, a student services survey indicated that the students would like to see a yearbook and newspaper initiated. However, there were not enough volunteers to staff the two projects. This year both a newspaper and yearbook are currently operating.

Intramural programs (football, basketball, bowling) have been more successful. A committee of five students is working jointly with a group from Ohio University Portsmouth to provide a combination of services to benefit both student bodies. Another group is serving in a student advisory capacity for graduation exercises.

College-Community Interactions

The various technologies of Scioto Technical College have sponsored several programs involving interaction with the surrounding community. These programs not only are educational for the students involved, but also provide a service to the community and establish an awareness between the college and the community of what each has to offer the other. The following are descriptions of the main community-oriented programs.

Accounting

In January, the second year accounting students participated in the Volunteer Income Tax Assistance Program. VITA provides free tax assistance to those who need it. The Internal Revenue Service provided the materials needed to give the students an understanding of the role and importance of taxes in the operation of a business, especially a small business. The students report that they have a better understanding of business tax reports and can often assist parents and friends as a result of this experience. Several were willing to further assist others in the VITA program.

Dental Hygiene

The community has been a primary laboratory for the dental hygiene program in several respects. An extensive dental education program was conducted fall term in cooperation with five area grade schools. Training was conducted by second year dental hygiene students on the various aspects of proper diet, brushing technique, and other good oral hygiene practices. Training was aimed at first through third graders primarily, although visits were also made to a high school, some fifth and sixth grade classes, and Happy Hearts School for mentally retarded children.

In February, both first and second year students were involved in activities for Children's Dental Health Week in conjunction with the

Southern Ohio Dental Society. Educational skits were performed by the students at Portsmouth High School in a Saturday program termed "a brush-in". Included were a poster contest and smile contest, judged by dental hygiene students and local dentists and designed to familiarize the children of the community with the basics of caring for their teeth.

Throughout the year, the dental hygiene department operates a dental clinic where students gain experience by working with actual patients from the student body and the neighboring community. This cleaning and X-Ray service is offered at minimal charge. Fully 50 percent of the 60 to 75 patients each week are people from Portsmouth, Lucasville, and the outlying communities. As extra service is clinical care provided for mental patients from Good Shepherd Manor near Piketon. Additionally, instructors from the dental hygiene program have made the clinic known through interviews by local radio stations.

Water and Outdoor Recreation

During the Halloween season, second year Water and Outdoor Recreation students conducted "Operation Pumpkin" in cooperation with the Portsmouth City Recreation Department. This Beggar's Night program consisted of telephoning area children on a random basis and awarding prizes to those who were home within an hour after official trick or treat ended. The objective was to encourage children to stay

off city streets, and the consensus of city officials and police officers was that the program was a tremendous success.

Second year students also participated in a cooperative training program with Portsmouth State Park near Friendship. As part of their Recreation Area Maintenance course, these students were divided into teams and given various representative maintenance tasks to perform. The students were not paid but did gain invaluable experience in procedures and the use of equipment in an actual situation.

First year Water and Outdoor students have performed a definite community service by sponsoring a winter indoor recreation program on Saturday mornings for grade school children. In cooperation with seven Portsmouth elementary schools, fifteen students supervised the recreation of fourth and fifth grade boys and girls on Saturday mornings from 9:00 to noon throughout the winter. The individual schools offered the use of their gymnasium for the program. Some of the more popular activities involved were volleyball, basketball, tumbling, kickball, general calisthenics, and other more specialized games. The program was deemed such a success that plans are underway for a similar program for the spring involving outdoor activities such as nature hikes and field trips.

The success of the programs above shows that college-community interaction can assume a valuable role in fulfilling Scioto Technical College's obligation to its students and to the surrounding community.

Through these kinds of programs, the college forms goals commensurate with the needs and objectives of the community which it is to serve. Without college-community interaction, educational processes are likely to exist in an academic vacuum, inadequately preparing students for the real world they face after graduation. Hopefully, as Scioto Technical College grows, the number and extent of community-oriented programs will grow also.

In addition to the aforementioned activities, there has been a chess club organized and two of the technologies, water and outdoor recreation and civil engineering, have opened local clubs with major emphasis on personal and group growth both academically and socially.

Field Studies

Field studies have assumed a major educational role in many of the disciplines at Scioto Technical College. In addition to allowing students to view on-the-site processes, problems, and potentials that are not evident in classroom work, field trips bring students in close contact with experts who could not normally find time for guest presentations to class. They are a means by which students can study resources that would be too costly for the school to possess. Below are the technologies which have made use of field trips and the respective places they have visited.

Water and Outdoor Recreation has made heavy use of the field trip concept. Much of the training in this area involves trips to Shawnee State

Forest and Portsmouth State Park, Portsmouth City parks and playgrounds, local marinas, recreation equipment dealers, and water treatment plants. In developing outdoor recreation skills and knowledge of the surrounding environment, frequent trips are made into the undeveloped areas of the school property. This April, the second year students participated in a week-long field trip to view recreation facilities and programs at Salt Fork State Park in Cambridge, Ohio, Oglebay Park in Wheeling, West Virginia, and to attend public hearings on recreation matters in Columbus.

Civil Engineering, too, has taken field excursions to the materials and testing lab of the State Highway Department in Columbus, to the asphalt and concrete batch plants in Chillicothe and Portsmouth, to bridge construction sites in Piketon, and to water treatment facilities in Portsmouth and Lucasville. Other trips include visits to Empire-Detroit Steel Company in Portsmouth and to the Ohio University strength and materials, testing, and hydraulics laboratories in Athens.

Plastics Technology field trips include visits to Marbon Plastics in Washington, West Virginia, U.S.S. Chemicals Corporation in Haverhill, Ohio, and Fiberglass Company of Portsmouth, Ohio. Electro-Mechanical Engineering Technology has taken field trips to Empire-Detroit Steel in Portsmouth, Mead Corporation in Chillicothe, Alcoa Company in Chillicothe, and the Kyger Power Plant near Gallipolis.

Other technologies participating in field studies are the following: Retail and Secretarial students to IBM in Lexington, Kentucky, Dental

Hygiene students to the Ohio Dental Association meeting in Columbus, and Sociology students to the Ohio State Penitentiary at Lucasville.

Student Conduct

Two committee members did a survey of students in regard to the Student Handbook. Their recommendations include the following additions to the handbook:

- (1) A Table of Contents.
- (2) A floor plan drawing of the buildings.
- (3) The State of Ohio fire alarm requirements.
- (4) An Administration, Faculty, and Staff directory with room and subject material.
- (5) Information pertaining to Emergency Health Provisions.
- (6) Rules for beginning activities clubs.

Recommendations for the Future

As a part of the study, two committee members met with the students from all sociology, psychology, and communication skills classes, making it possible for nearly every student to have an input into the report. This survey, combined with the student services survey of Spring, 1972, is the basis upon which the committee makes the following recommendations:

There has been some cooperation between two separate but geographically close institutions of higher learning--Scioto Technical College and Ohio University Portsmouth. More work could be done between these institutions in terms of meeting student needs. Two specific areas might be (1) more work in joint activities, and

(2) closer association between staff members to exchange academic and philosophic ideas which could help each school better serve its students.

In the area of concert and lecture series, Scioto Technical College is located one hour from Marshall University, Huntington, West Virginia; an hour and a half from Ohio University, Athens, Morehead State University, Morehead, Kentucky, and Ohio State University, Columbus, Ohio; and two hours from University of Kentucky, Lexington, Kentucky. We see little difficulty in establishing rapport with at least one of these universities so that the students who might wish to attend some of their lectures and concerts could have this privilege.

There are plans currently submitted to the Ohio Board of Regents for a new building, and if these plans are approved, three problems which students currently feel exist could be taken care of:

(1) A larger and better equipped student lounge could be included. At present the student has no means to loose his energy away from the classroom. A pool table and card room, along with a table tennis outfit, might help here.

(2) Counselors' offices could then be moved from the administration area.

(3) Faculty could have either individual offices or at least a smaller number of members per office. This we feel would give more privacy for those students who would like to discuss certain problems with their instructors.

(4) If this new building has a gymnasium (currently in the plans), an intercollegiate basketball team could be established to play other technical colleges and branch teams.

(5) Finally, in the area of physical facilities and with emphasis on academic interest, the students at the technical college feel that the plan to enclose the library would be an improvement.

VII

IS STUDENT ACHIEVEMENT CONSISTENT WITH THE
PURPOSES OF THE INSTITUTION?

Tom Davidson, Chairman
Dick Howard
Dan Weddington
Joyce Kiser
Pat Griffith

STUDENT PROGRESS TOWARD INSTITUTIONAL OBJECTIVES

Methods of Evaluating Student Achievement (Grades)

The purpose of Scioto Technical College is to help each individual reach his optimum abilities and skills in order that his occupational opportunities will be improved.

At Scioto Technical College, one method of evaluation of the student's progress toward this goal is the use of grades. In order to determine how the grades are derived, a questionnaire was administered to the entire faculty. The results of this questionnaire, based on 22 respondents, show that 26 percent of the faculty base their grades on test scores, which cover textbook or lecture information; 26 percent base their grades on proven performance of skills or tasks, which are related to their technology or subject matter; 40 percent base their grades on an equal percentage of test scores and performance ratings; and 8 percent base their grades on some other method of evaluation, namely, student self evaluation.

The 26 percent who base the greatest part of their grades on test results alone feel this is the best method because it is the fairest way in lecture-oriented classes, because it provides a way to determine whether fundamentals are understood before trying to perform the skills,

and because it is the only way to assess a varied group over fundamental concepts. Most of the respondents in this group were teaching lecture-oriented classes.

In the second group, 26 percent feel that the greatest emphasis should be placed on proven performance in determining grades. The main reasons for this feeling are that in a class where skills are taught, the greatest emphasis in determining the grade should be on the student's ability to perform the skill; because performance of skills and demonstrated improvement have a more lasting effect than test results, they should be considered more important; and because in preparing for an occupation, the ability to do the job is more important than test scores. The respondents in the group all taught skill-oriented classes.

Forty percent of the faculty feel that the best policy for determining grades is to base the grades on an equal percentage of test scores and performance ratings because this method emphasizes lab work as well as test results, because this method best shows overall attitudes and ability, and because it best provides a test of both academic and technical skills. The respondents in this group were teaching classes involving the mastering of skills and abilities necessary on the job.

The questionnaire also determined the number of faculty members who use student self evaluation, peer evaluation, and standardized tests. In their grading, 50 percent of the faculty use student self-evaluation, 49 percent use peer evaluation, and 31 percent use standardized tests.

The faculty members who use student self-evaluation feel that it is good because it encourages students to assess their individual strengths and weaknesses. It helps the student to look critically at himself and be able to evaluate his own work and determine its utilization on the job. From self-evaluation, the student can decide how to improve his work. On the contrary, those faculty members who do not use student self-evaluation feel that a student cannot truly evaluate his performance abilities until he is on the job and can see what is really expected of him. Others feel they had been unsuccessful in their efforts to use self-evaluation; some plan to use it in the future.

Those who use peer evaluation feel it is useful because students are more receptive and appreciative of criticism from peers and because it can be done very informally in group work. Those who do not use peer evaluation feel that students are not tactful enough in their evaluations, that the situation is just too "touchy", and that there is too much grade competition among students now, and if peer evaluation were used, it would be worse.

Those instructors using standardized tests use them in order to see how their students rank with their peers and other college students and to determine what the students do not know so that this material can be covered. The reasons for not using standardized tests all evolved around the fact that some subjects do not lend themselves to this type of testing, the teachers do not feel that the tests are adequate, and they do not always cover the material used in class presentations.

In our committee work for North Central, we must show the progress made by our students toward desired goals. Would you please answer the following questions concerning your method of evaluating student progress, and return them to Joyce Kiser by Friday, January 26, 1973, for use in the North Central Report of Committee VII.

Please check one appropriate statement. (Use the reverse for additional comments)

- _____ 1. I base the greatest percentage of my students' grades on test scores which cover textbook or lecture information. (If you checked this statement, why do you feel that this is a good policy?)

- _____ 2. I base the greatest percentage of my students' grades on the proven performance of skills or tasks which are related to their technology or subject matter. (If you checked this statement, why do you feel that this is a good policy?)

- _____ 3. I base my grades on an equal percentage of test scores and performance ratings. (If you checked this statement, why do you feel that this is a good policy?)

- _____ 4. I do not use any of the above-mentioned methods. (If you checked this statement, what method of evaluation do you use?)

1. Do you ever use student self-evaluation in your classroom? Please explain why or why not.

2. Do you ever use peer evaluation in your classroom? Why or why not?

3. Do you ever use standardized tests in your classes? Why or why not?

A copy of the questionnaire used to determine these results is attached for your information.

Off-Campus Evaluation of Student Progress - Internship Program

In addition to showing academic progress by grades alone, in four technologies--Executive Secretarial, Retail Mid-Management, Water and Outdoor Recreation, and Medical Laboratory--an internship program shows the student progress through performance on the job. The intern program combines study and job experience to permit student self-direction in career preparation. This process of learning through the interaction of study and work experience benefits the student by enhancing his personal development, vocational or professional preparation, and his general education. In the technologies where this program is compulsory, the college is responsible for placing the student in his intern job. Fifteen credit hours, which include two seminar hours, are earned for each quarter of the internship. Appropriate remarks concerning the quality of the student's experiences while interning become part of the student's record.

Internships that involve the use of external facilities to provide technical development for which academic credit is awarded require close academic monitoring, characterized by the following attributes:

1. Internship will operate under a clear agreement between the employer and the college concerning mutual obligations.
2. It is recommended that a salary of at least the minimum legal wage must be provided the intern by the cooperating employer. This will be left to the discretion of the employer.

3. The cooperating employers will provide an average of thirty (30) to forty (40) hours per week for the academic quarter based on a ten (10) week duration.
4. Academic credits will be awarded on the basis of one credit for each three hours of weekly internship work.
5. Close supervision of the student will be provided by an academic person from the College.
6. Grades will be awarded for performance in the work program.
7. Grades will be counted in graduation requirements and in cumulative quality point average.
8. An assessment of student fees will be made for enrollment in the Internship Program.

Cooperation is requested and solicited from both employer and intern so that interning will provide the highest possible degree of technical job experience (Appendix G).

Waiver of Intern Requirements

Presently, two internship quarters are required for Retail Mid-Management and Medical Laboratory Technology; one internship quarter is required for Executive Secretarial and the Water and Outdoor Recreation Technology. In these technologies, one or more quarters of the internship may be waived provided the student has had work experience that is applicable to the technology in which he is enrolled.

If a student believes he has had the equivalent of an applicable internship, he may petition his technology advisor, the Director of Student Services, and the Vice-President for a waiver. In some cases

it may be impossible to provide internships as required by the curriculum due to economic conditions within business or industry, strikes, or other disturbances, or due to personal inaptitude of a student. In such cases, a mutually acceptable research project of substantial content may be substituted for no more than one internship.

Student Self-Evaluation

Although Scioto Technical College is concerned with preparing a student for a vocation, it is equally concerned with change in the attitudes, values, motivations, and personality traits of its students. To evaluate progress in these intangible areas is difficult and often inconclusive.

In an attempt to get the student to evaluate himself as to his progress in these areas, the students in sociology, psychology, and communication skills classes were asked to write briefly on the following topic:

"In addition to grades and credits toward graduation, do you feel that you have benefited in personal satisfaction or achievement from attending Scioto Technical College? If so, in what way or ways?"

The student comments on this topic were quite enlightening. Many of them said that the fact that there was now a technical college near enough that they could live at home made it possible for them to attend college.

Among the recurring statements the following student comments are representative.

Student Comments

I have gained personal satisfaction from knowing that I have developed a useful skill.

I have achieved a greater sense of confidence and learned to accept more responsibility.

My mind has become more open and able to accept differing attitudes and ideas.

I have a better concept of myself, and I have learned to think for myself.

I have found out what I want from life.

I know that when I start a project I can finish it. I have respect for others' opinions.

I have found a field to enter and I have set a goal.

I have learned to discuss my feelings openly.

I have become a little more aware of the things that are going on around me and a little more concerned with the outcome of them.

I have achieved a better understanding of others and their problems.

I have achieved a greater sense of confidence and learned to accept more responsibility.

I have gained determination and initiative.

My mind has become more open and able to accept differing attitudes and ideas.

I have a stronger sense of responsibility and more leadership ability.

My attitudes have changed. I can look at things more clearly, see both sides of a story, and make a clearer judgment.

REPORT ON ENROLLMENT AND WITHDRAWALS

Scioto Technical College is constantly trying to assess its strengths and weaknesses. One phase of this process is through a study of students who withdraw and their reasons for withdrawing. A student services counselor prepares the following type of report to provide counselors, administration, and faculty with an additional tool for planning to meet student needs.

Progress Report - Period Covered - 9/20/72 to 1/3/73

	<u>Student Enrollment</u>		<u>Total</u>
	<u>Freshmen</u>	<u>Sophomores</u>	
1. Enrollment at beginning of 1st quarter	251	135	386
2. Students withdrawn before end of quarter	15 (5.9%)	5 (3.7%)	20
3. Students completing quarter	236 (94.1%)	130 (96.3%)	366 (94.8%)
4. Students academically dismissed	8 (3.2%)	6 (4.4%)	14 (3.5%)
5. Students not returning 2nd quarter	20 (7.9%)	6 (4.4%)	26 (6.7%)
6. Switched from part-time to full-time	5	0	5
7. Switched from full-time to part-time	2	0	2
8. Students returning 2nd quarter who were in attendance 1st quarter	195 (-16)*	134 (+16)*	329
9. Students returning 2nd quarter who were <u>not</u> in attendance 1st quarter	2	0	2
10. New students who were not in attendance 1st quarter	24	0	24
TOTAL FULL-TIME ENROLLMENT	221	134	355

*16 students were classified as freshmen fall quarter.

Withdrawals Before End of Quarter

	<u>Freshmen</u>	<u>Sophomores</u>	Total
Employment	4	3	7
Lack of interest in program	6	1	7
Marriage	2	0	2
Financial Reasons	1	0	1
Personal Reasons	1	0	1
Illness	1	0	1

Students who did not return to Scioto Technical College for second quarter registration were asked to complete a survey with regard to reasons for not returning and educational plans.

Reasons for not Returning

Students often checked more than one reason. No attempt was made to separate the freshmen from sophomores.

The number of surveys mailed was 26. The number returned was 13.

	NUMBER OF STUDENTS
Academic Reasons	2
Financial Difficulties	4
Lack of interest in program	2
Illness	0
Employment	8
Personal Problems	1
Transfer to Another Institution	4
Maternity	1
Husband Transferred	1
Service	1

Educational Plans

Re-enroll in Scioto Technical College	3
Transfer to Another Institution	4
Discontinue Education	2
Undecided	4

Comments Concerning College Program

- A. I plan to complete the program at a later date.
- B. Poor teaching methods and apathetic teachers in some courses, otherwise an excellent program.
- C. Program not college level. Disagrees with emphasis placed on ACT. Too many regulations.
- D. My reason for withdrawal had nothing to do with the college. I think it's a great school with some very excellent teachers.
- E. If I return to school, it will be at Scioto Technical College.

Conclusions

The counselor who prepared this report feels that some students use Scioto Technical College as a gap filler until they can find employment; however, they have demonstrated a desire for education and counselors should emphasize the evening or part-time program to them.

There may be a need to increase the amount of information a counselor gives a student at the time of admissions and also question prospective students to a greater degree with regard to their reasons in program selection. This effort may reduce the number of students withdrawing for lack of interest.

EVALUATION OF GRADUATES

The ultimate evaluation of Scioto Technical College by both students and community will be determined by whether or not a student is able to find suitable employment with respect to his education. Each student entering Scioto Technical College enters with the idea of obtaining a position in the world of work commensurate with his educational background.

As a part of Student Services, Scioto Technical College has employed a full-time Placement Director. His main duty is to assist each graduate or alumnus in the following manner:

1. Arranging interviews for graduates with representatives of business, industry, and government agencies.
2. Mailing credentials of graduates to prospective employers.
3. Vocational and employment counseling.
4. Notifying graduates of positions available.
5. Maintaining good public relations with business and industry.

As of yet, statistics are not available concerning graduates because the college has not yet graduated its first class; however, the Placement Director presently is initiating steps to assist the students in the first graduating class to find employment. He started by gathering Chamber of Commerce booklets which listed manufacturing and industrial organizations by towns and cities. Second, he sent letters to professional organizations seeking guidance and direction by way of professional publications listing job vacancies. Third, he sought information as to job opportunities from faculty members who had recently worked in industry.

After gathering information from the above sources, he developed a mailing list to make people more aware of Scioto Technical College and its technology programs. As a result of this list, some employers have visited the campus to talk with students concerning employment.

In addition, it was felt that an orientation to employment should be implemented to make the future graduates aware of the techniques of

finding employment. The Placement Director started this program in the early part of the second quarter. He visited each technology class and the discussion centered around the Guidelines For Graduate Placement. The guidelines dealt with the more important aspects of placement such as the filing of credentials by the student (transcript release form and references), preparing himself for an interview, developing a cover letter and résumé, and making personal contact with employers (Appendix H).

Although it is impossible to evaluate the institution at this time in terms of job placement, the college must now prepare measuring instruments that will help in the future to assess the strengths and weaknesses of its programs as determined by questionnaires to both graduates and employers. The Placement Director is now developing these questionnaires.

Suggestions for Improving Placement Program

1. The coordinator should become affiliated with more professional placement organizations. He should attend more seminars and work shops.
2. He should devote more time to personal contact with employers.
3. He should develop a library of professional literature on placement and occupational information. Also, he should be on more mailing lists for occupational information.
4. More physical room space to operate a placement office is needed.
5. He must make statistics available to administration, faculty, and prospective students as to employment.
6. He must continually evaluate and develop the placement function in student services with consultant aid from counselors, administration, students, and faculty.

FUTURE

For the future of Scioto Technical College, three alternatives are now being considered.

At this time the first recommendation made by the Board of Regents for the institution is to create a General State and Technical College, which would be located between Portsmouth and Ironton to serve the two areas. This college would offer a two-year associate degree in General Studies in addition to the technical programs.

Located within a thirty-five mile radius of the Scioto Technical College is the Ohio University Academic Center at Ironton with 425 full-time equivalent students and Scioto Technical College with 478 full-time equivalent students (See Map, p. 10).

One of the primary concerns of the Ohio Board of Regents as stated in its Master Plan for Public Higher Education in Ohio is the need for greatly expanded enrollment capacity in two-year commuter centers widely dispersed throughout the state's population centers. The Plan recommends that the state's eventual objective is to provide at least two years of higher education within commuting distance of all Ohio residents. Depending upon local interests and the needs of various communities, the Plan proposes that two-year programs be developed and expanded as follows:

1. Each two-year campus should provide for open admission of high school graduates.

2. Two-year campuses should offer comprehensive programs of general studies and technical education.

Consequently, the first recommendation is in line with current state policy.

The second recommendation made by the Board of Regents is the addition of new facilities on the present site as described in Section II of this study (Table 3).

The Ohio Board of Regents also has as its policy that whenever a technical college and a university general college have been established in the same community, it is desirable in the interest of student satisfaction and of economical management to achieve maximum possible cooperation in the operation of these separate institutions. Such cooperation at a minimum should include joint use of a common campus with common support and service facilities such as a library, student center, parking, and student activities. In addition, the two institutions might have a common administrative officer, business officer, or student service officer. Thus, the third alternative would be construction of a new technical college close enough to Ohio University Portsmouth to facilitate closer cooperation between the two institutions.

Before the end of the current school year, a decision should be made concerning these three alternatives.

APPENDIX A

Ohio Board of Regents
Standards for the Approval
of Associate Degrees in
Two-Year Technologies

Objectives

The standards proposed below for approval of associate degree programs speak to two distinct but inseparable factors concerning the growth of technical education in Ohio:

1. The quality of the teaching program proposed to be carried out under the title of technical education, and;
2. The viability of the institution which may be brought forward to support that teaching program.

Because neither has substance without the other, no priority need be set by which to gauge the relative importance of the two factors. The standards listed below deal first with one factor and then with the other, and no attempt is made to separate the two.

Throughout these suggestions, however, run several purposes, and all individual concerns in administering the standards should give way to these:

1. To encourage the building of faculties which are fully competent to teach college level subject matter.
2. To encourage the development of curricula which are of sufficient substance as to stand unchallenged alongside other programs of higher education.
3. To encourage the admission of students who are adequately prepared to benefit by this program of higher education.
4. To encourage the guarantee of minimum institutional resources in advance of the award of higher education degrees, such as will reassure prospective enrollees that a "going concern" will continue in the future to validate the educational program.

I. Faculty

A. Faculty members should be competent in the fields in which they teach, normally holding the baccalaureate or higher degrees in fields of concentration appropriate to their teaching assignments.

B. Department chairmen or persons responsible for curriculum planning and supervision must hold the Master's degree or other advanced preparation and experience in an appropriate field of concentration.

C. In order that the faculty be familiar with and sympathetic toward the goals of technical education and of the institution itself, that continuity of program presentation be strengthened, and that a continuing interchange of ideas and experience within the faculty be possible, a minimum of 60 percent of all units of credit in the curriculum should be taught by faculty members who devote their full time to teaching, and/or administrative responsibilities at the institution in question.

D. A significant proportion of all faculty members should have had recent experience in industrial or professional practice pertinent to the technologies which they teach, and such experience should be kept up to date through professional associations, consultative practice, and individual reading and research.

E. Faculty members should be provided in numbers which will assure adequate attention to individual students.

II. Students and Student Services

A. Students accepted for unconditional entrance should be graduates of a high school and have completed specified units of instruction appropriate to the curriculum into which they are admitted. Such secondary units should be sufficient to make possible the maintenance of college-level course content throughout the technical curriculum. An institution which admits students whose preparation is less than adequate should offer an appropriate remedial program on a non-credit basis or a pre-technical program which lengthens the over-all curriculum beyond two academic years. Recommended minimum secondary school units required for entrance into an engineering technology should include:

- (a) Three units of English.
- (b) Two units of mathematics, one of which is in algebra and the other in plane geometry (or the equivalent of these in integrated modern mathematics). Additional units in intermediate algebra and trigonometry are desirable.
- (c) One unit of physical science with laboratory. It is desirable that this unit be in physics or chemistry.

B. Student testing programs should be carried out to assist in the proper evaluation of students applying for admission and to support continuing programs of student guidance and counseling. Appropriate programs of student guidance and counseling should be provided.

C. Adequate placement services should be provided to assist graduates in finding suitable employment, and to maintain and expand the institution's contacts with prospective employers. An integral part of the placement process should be the systematic gathering and analysis of data concerning the types of employment into which graduates have gone, considering the appropriateness of education and training to employment.

III. Curriculum

A. Academic credit for successful completion of courses should be expressed in conventional units of credit. One unit of credit should be awarded upon the basis of three hours of study per week, whether in classroom, laboratory, or outside assignments and study. Thus, one credit may be based upon one hour of classroom lecture or recitation per week, supplemented by two hours of assigned study outside the classroom. Similarly, one credit may be based upon one hour of classroom lecture, one hour of laboratory study, and one hour of assigned study outside the classroom each week.

B. Curriculum Breakdown.

(1) Engineering Technologies.

An engineering technology curriculum should be characterized by:

- (a) at least the equivalent of fifteen semester hours of credit in basic sciences, about half of which is mathematics and of which the mathematics includes carefully selected topics suited to each curriculum from appropriate areas of mathematics beyond college algebra and trigonometry, and including basic concepts of calculus.
- (b) at least the equivalent of fifteen semester hours of credit in non-technical subjects including oral and written communications and humanistic-social studies.
- (c) at least the equivalent of thirty semester hours of credit in technical courses.

(2) Other Technologies.

Curricula outlined for other technologies should be characterized by:

- (a) at least the equivalent of fifteen semester hours of credit in carefully selected studies which are basic to the field of study within which the technology is proposed to be offered.
- (b) at least the equivalent of fifteen semester hours of credit in non-technical subjects including oral and written communications and humanistic-social studies.
- (c) at least the equivalent of thirty semester hours of credit in technical courses.

Within the general category of technical courses should be found certain courses identifiable with the technical skills needed in the student's intended occupation, and other courses which relate to the core of knowledge upon which the occupation rests. A preponderance of courses within the technical category (perhaps of the order of 4-1) should deal with the core of knowledge required by the occupation rather than with the technical skills involved.

C. Curriculum Length

Each curriculum should be designed to provide not less than two academic years of full-time resident academic work beyond the secondary school, and should include courses valued at no less than 60 semester hours or 90 quarter hours of credit exclusive of physical education.

D. Transferability of Credits.

The primary objective of the associate degree technical education program is the preparation of students for immediate employment at the conclusion of two years' study. The desirability of providing for transferability of credits should not hinder the completion of all course sequences necessary to a sound two-year program. Appropriate attention should be given in the development of two-year curricula to the requirements of four year technology curricula into which a graduate may desire to transfer and to the general requirements of baccalaureate programs.

IV. Library

Adequate library facilities and holdings appropriate to the subject matter taught should be available and adequate financial support should be dedicated to the continued updating of library resources.

V. Institutional Requirements

A. The technical institution should provide a program which is sufficiently broad as to offer a reasonable choice of curricula to prospective

students and should possess a student body sufficiently well developed as to demonstrate the institution's public acceptance as a permanent establishment. As a general rule, an institution should offer a minimum of four distinctive curricula, each enrolling 50 full-time students in order to demonstrate the institutional viability envisaged by this standard.

B. The technical institution should demonstrate a clear promise of attaining an enrollment of 500 full-time equivalent students within three years after becoming a degree-granting institution.

C. The technical institution should possess physical facilities including classrooms, laboratories, offices, and equipment adequate to the teaching program which it conducts, and which lend themselves to the establishment of an institutional identity apart from secondary programs.

D. The technical institution should be able to demonstrate the adequacy of its resources for supporting present and future operating budgets.

May 7, 1965

Academic credits to be awarded for work experience in two-year technical education curricula

With increasing frequency our state-assisted institutions of higher education are utilizing periods of work experience as a supplement to classroom instruction in various two-year technical education curricula. Because no standards exist regarding the amount of academic credit which should be awarded for such experience or the total amount of such experience which should be included in a given curriculum, problems are raised both with regard to subsidy calculation and with regard to the Board of Regents' standards for two-year Associate Degree programs of technical education.

The Board's Advisory Committee on Technical Education has studied this whole matter and advised that academic credit should be recognized only for Laboratory or Internship Programs within the framework of certain general guidelines, as follows:

Standard Terminology

Work-Study - Student employment during an academic term wherein the work has no relevance to the course of study being pursued.

Cooperative Plan - A program in which work experience is integrated with an academic program but wherein neither academic supervision nor academic credit is involved.

Laboratory or Internship Program - The use of external facilities in the absence of comparable internal facilities for work programs, in which considerable academic supervision is maintained over a student's work experience and for which academic credit is awarded.

Characteristics of a Laboratory or Internship Program

For purposes of meeting curriculum design standards of the Board of Regents and of earning state subsidy credit, a Laboratory or Internship Program should be characterized by such attributes as those following, but not necessarily by all such attributes.

1. Close supervision of student by an academic person.
2. Operation under a clear agreement between the employer and the college concerning mutual obligations.
3. Grades counted in graduation requirements and in cumulative quality point average.
4. Grades awarded for performance in the work program.
5. Work experience generally not involving salary or wages for work performed.
6. Assessment of student fees for enrollment in the work experience course.

Eligibility for Subsidy Support

Academic credits on the basis of one credit for each three hours of weekly Laboratory or Internship work experience extending throughout an academic term should be allowed in calculation of full-time equivalent enrollment for subsidy purposes.

Maximum Credit Allowable in Meeting Curriculum Standards

In meeting the curriculum standard which calls for at least 90 quarter hours in an Associate Degree program, a maximum

of 13 credits should be awarded for Laboratory or Internship Programs. Credits so awarded in excess of 13 hours should extend the length of the curriculum beyond 90 hours. The allowance of up to 13 hours of Laboratory or Internship credit within the 90 hour minimum curriculum length should not apply to engineering technologies, wherein accreditation standards of the Engineers' Council for Professional Development require 90 hours exclusive of credit earned through work experience.

These guidelines proposed by the Advisory Committee on Technical Education appear to be reasonable and should guide your staff persons who prepare degree proposals for consideration of the Board of Regents. The guidelines should also be reflected in Laboratory or Internship course credits included in your enrollment reports submitted for calculation of state subsidy support.

September 23, 1968

STANDARDS FOR TECHNICAL EDUCATION

Division of Vocational Education
State Department of Education

TECHNICIAN TRAINING PROGRAMS

Technical education is a level of education in keeping with our technological revolution and the changing needs of people, industries, and businesses in our economy. This level of education is planned to prepare para-professional people in engineering, business, agriculture, distribution, health, and public service occupations.

Such para-professionals can be prepared in a two-year post-high school technical program to work in team relationship with both the professional people and people at the skilled or vocational levels of employment.

Technical education is concerned with design, development, testing, supervision, or mid-management functions. The technician does not replace the professional person or the skilled worker. The technician does, however, enable the professional person to work at his highest level of education and training by providing supportive services to the professional. The technician enables the skilled worker to function effectively and economically through coordinative and interpretive functions served by the technician between the skilled worker and the professional.

Desired Outcomes

The technician in industry, business, distribution, and agriculture holds the key position between the professional and the craftsman or vocationally trained worker (a para-professional).

Technicians must be able to design, develop, and test with the use of instruments, gauges, applied science, mathematics, common sense, initiative, and diagnosis. He, or she, collects data, makes computations, performs laboratory tests, and develops reports.

They organize, program, supervise, and control the machines in our plants, offices, and distributive centers.

Enrollment Requirements

Enrollment requirements shall be those established by the Ohio Board of Regents.

Qualifications of Instructors

Faculty qualifications shall include:

- A. Faculty members shall be competent in the specific area of the technology in which they teach, normally holding the baccalaureate or higher degrees in fields of concentration appropriate to their teaching assignments and have at least one year employment experience in a technical field related to their area of instruction.

Technical competency in the specific area of the technology gained through five or more years of experience may be substituted for baccalaureate degree work.

- B. Department chairman or persons responsible for curriculum planning and supervision must hold the Master's degree or other advanced preparation and experience in an appropriate field of concentration.
- C. A minimum of 60 percent of the curriculum shall be taught by faculty members who devote their full time to teaching and/or administrative responsibilities at the institution in question.
- D. A significant proportion of all faculty members shall have had recent experience in agriculture, industrial, business, distributive, or professional practice pertinent to the technologies which they teach, and such experience should be kept up-to-date through professional association, consultative practice, and individual reading and research.
- E. Faculty members shall be adequate to assure proper attention to individual students.

Time Schedule

Each technician training curriculum shall operate in conformance with the following general time distribution for both part-time and full-time students:

- A. Special laboratory and related technical subjects - A minimum of 50 percent of the total instructional time for the program shall be devoted to specialized laboratory experiences and related technical subjects in such things as engineering layout, electronic theory, machine design, chemistry, physics, mathematics, metallurgy, business principles, management functions, business or secretarial procedures, production methods, and analysis of materials.
- B. Basic laboratory experiences - A minimum of 15 percent of the total instructional time for the program shall be devoted to basic laboratory or manipulative experiences in the use of such things as equipment and instruments, hand and machine operations, blueprint reading, drawing, sketching, display and layout, etc.
- C. Communicative and leadership subjects - A minimum of 20 percent of the total instructional time of the program shall be devoted to the development of skills in oral expression, written forms of communication, graphic forms of expression, human relations, supervisory techniques and other leadership development skills.
- D. The remainder of time (a maximum of 15 percent) shall be distributed according to the need of the area of instruction. The percentages listed will be based on 1,650 hours minimum requirement--not on the total contact hours proposed.

Length of Course

In-school courses of instruction shall be two years in length when conducted on a full-time basis. Such programs may be operated for a longer period of time when on a part-time basis. A minimum of twenty-five class and/or laboratory hours per week for a period of thirty-three weeks shall be considered an academic year (825 contact hours). With some types of technologies, it may be more desirable to develop a curriculum of 1,800 hours for a two-year program.

Cooperative courses of instruction shall not be less than eighty-eight (88) weeks in length for a two-year program. Fifty-five (55) weeks shall be devoted to in-school instruction and thirty-three (33) weeks to the cooperative phase of instruction. Each cooperative unit must have an assigned coordinator to carry on the functions assigned.

Maximum Class Size

Enrollment shall follow the standards established for reimbursement. The maximum class size shall be twenty-five (25) students in laboratory subjects and thirty (30) students in related technical instruction areas.

Physical Facilities

Technician education training classes should be conducted in classrooms, shops, and laboratories, which are adequately equipped to meet the standards required in the area for which the training is being given. Physical facilities must be reviewed and approved by the State Department of Education prior to final approval of the program. Separate facilities for identity apart from the secondary education facilities are desirable but not necessarily indicative of quality.

Method of Instruction

Instruction shall be based upon the standards found to exist in industry, business, distribution, or agriculture, and developed into a meaningful curriculum. Both group and individual instruction and methods should be used. Basic and special laboratory classes will normally be taught on an individual basis with each student progressing at his own rate of speed. Related technical, communicative, and leadership subjects should make use of the group instruction method of teaching.

Instructors and instructor-coordinators of related technical and laboratory subjects must work together in order to assure a correlation of material so that maximum results will be obtained.

Minimum Student Records

The following minimum information must be kept on file for each student.

- A. Name, age, and address
- B. Date enrolled
- C. Results of standardized aptitude and achievement tests
- D. Previous education and/or work experience
- E. Name of technology being pursued
- F. Progress record by subject in terms of performance objectives
- G. Evaluation progress
- H. Placement and follow-up
- I. Record of employment of on-the-job training

Technical Education Reimbursement Policy

Preliminary application for approval of a technology program that will begin in the fall must be submitted to the Division of Vocational Education, Ohio Department of Education by May 1.

Reimbursement for approved technical education programs is established on a unit basis. In order to receive support, all programs must operate in conformance with the standards established for operation of such programs. Requests shall be made on the Form VE-21. Reimbursement may be made from available vocational funds for Post-Secondary (Technical) Director, one per center, supervisors and Vocational Guidance counselors. For additional information please check reimbursement schedule.

Standard for a Unit

A unit constitutes a class or section operating as a separate group receiving instruction on a full-time basis. Each approved unit must be operated as a separate class with a homogeneous group. Minimum class size shall be 15 for the first year of a program and 12 for the second year.

Revised June 12, 1972

APPENDIX B

BOARD OF TRUSTEES

Mr. Orville Ferguson
1111 - 11th Street
Portsmouth, Ohio

Term Expires - April 2, 1974

Mr. Robert L. Stevens
6531 Kentland Avenue
Sciotoville, Ohio

Term Expires - April 2, 1974

Mr. Carl Clark
3959 Gallia Street
New Boston, Ohio

Term Expires - April 2, 1975

Mr. F.D. Hyland
P. O. Box 465
South Webster, Ohio

Term Expires - April 2, 1975

William Nichols, Jr., D.D.S..
717 - 6th Street
Portsmouth, Ohio

Term Expires - April 2, 1975

Mr. Walter N. Brown
8515 Green Street
Wheelersburg, Ohio

Term Expires - April 2, 1976

Dr. Jerome Sheets
2429 Micklethwaite Road
Portsmouth, Ohio

Term Expires - April 2, 1976

ADMINISTRATIVE STAFF

President - Frank C. Taylor

Bachelor of Science in Education; Master of Arts with major in School Administration. Thirty-four years experience in teaching and administration with last five years experience in Vocational and Technical Education. Worked closely with Ohio Board of Regents, State Department of Education, and Federal Government in obtaining grants totaling four million dollars for present Vocational and Technical facilities.

Currently working with Ohio Board of Regents for funds for college facilities which would double the capacity of our present facilities.

Vice-President - Tom Foti

Bachelor of Science in Business Education; Master of Arts in Business Education. Served one year as intern-director of Lake County Joint Vocational School--program sponsored and supported through Kent State University and Ohio State Department of Education, Division of Vocational Education. Ten years of teaching experience, also several as Departmental Chairman, Cooperative Office Education Coordinator, and Placement Coordinator.

Completed twenty-seven quarter hours of post-graduate work in Vocational and Technical Education at Kent State University and twelve hours at Marshall University in School Administration.

Director of Student Services - Arnold McCoy

Bachelor of Science in Education from Ohio University, Master of Arts in Guidance Counseling from Marshall University. Post-Masters in Educational Administration at Ohio University. Taught high school mathematics and science for four years; basketball coach for four years; high school counselor for two years; high school principal for two years;

federal coordinator for two years and Director of Pupil Personnel at Scioto County Joint Vocational School for one year. He accepted present position in August, 1970.

Counselor - Richard Howard

The Ohio State University 1957-62--150 semester hours, B.S. in Comprehensive Science. Eastern Kentucky University 1964-66--35 semester hours in Guidance & Counseling, M.A. in Guidance and Counseling. Ohio University--Vocational Education Seminar 1970 - 5 quarter hours. Six years as high school teacher and assistant basketball and football coach; five years as high school guidance counselor; summers of 1966-67 - counselor for Neighborhood Youth Corps in Scioto County and summer of 1968 - counselor in Head Start Program for Scioto County.

Counselor - Paul Taylor

B.S. from University of Kentucky in Political Science; M.A. from Georgetown in Guidance. Two years with Lexington Herald Tribune. Mr. Taylor resigned in March, 1973.

Director of Business Affairs - Michael Gampp

B.S. in Mathematics and Accounting, Morehead State University, 1969. Mr. Gampp has worked as a programmer-analyst for IBM at Lexington, Kentucky, and also has two years teaching experience in mathematics in Kentucky and Ohio high schools. He is presently completing requirements for the M.B.E. degree at Morehead State University. Mr. Gampp joined the Scioto Technical College faculty in 1971 and became Director of Business Affairs in March, 1973.

Placement Director - Tom Davidson

B.A. in Business Education from Marshall University, 1965; M.A. in Guidance and Counseling from Marshall University, 1967. Mr. Davidson was guidance counselor at Ironton High School from 1967-1971, and was active in state and local counseling associations. In 1972, Mr. Davidson joined Scioto Technical College in a dual capacity of instructor in psychology and placement coordinator.

Brief Faculty Biographical Sketches

1. Dr. Samuel P. Adams - Director, Dental Hygiene Program

D.D.S. - Northwestern University, 1924

M.S.D. - Northwestern University, 1924

Dr. Adams has been a practicing orthodontist in Portsmouth, Ohio, since 1931, and has spent a total of eight years in military service during World War II and the Korean conflict, attaining a rank of Lieutenant Colonel. Dr. Adams has phased out his private practice to become the director of the Dental Hygiene Program at Scioto Technical College as of August, 1972.

2. Nancy J. Barnett - Instructor, Communication Skills

B.S. - Elementary Education, Ohio University, 1967

M.A. - English, Marshall University, 1970

Mrs. Barnett has taught English in elementary school, junior high school, and senior high school since 1965, and prior to this time has held clerical positions with General Motors Acceptance Corporation, Goodyear Atomic Corporation, and the Social Security Administration. In addition to her duties at Scioto Technical College, Mrs. Barnett teaches Communication at Portsmouth Interstate Business College.

3. David A. Cleaves - Instructor, Water and Outdoor Recreation

B.S. - Forestry, Michigan State University, 1970

M.S. - Forest Ecology, Michigan State University, 1971

Mr. Cleaves has past teaching experience in high school and as a graduate assistant at the university level. In addition, he has worked for three summers with the Michigan Natural Resources Department and has done field studies on natural resources prior to joining the Scioto Technical College faculty in 1972.

4. Tom Davidson - Instructor, Psychology

B.A. - Business Education, Marshall University, 1965

M.A. - Guidance and Counseling, Marshall University, 1967

Mr. Davidson was guidance counselor at Ironton High School from 1967-1971, and was active in state and local counseling associations. In 1972, Mr. Davidson joined Scioto Technical College in a dual capacity of instructor in psychology and placement coordinator.

5. Lillian Davis - Instructor, Business Education

B.S. - Education, Miami University, 1954

M.A. - Business Education, Marshall University, 1961

Prior to joining Scioto Technical College in 1971, Mrs. Davis was a teacher of business subjects and English at Clay High School, Scioto County, Ohio, from 1954 to 1968.

6. Roger L. Deitchel - Instructor, Industrial Technology

B.S. - Industrial Technology, Ohio University, 1971

Mr. Deitchel was employed from 1965 to 1968 in the quality control department of the Charles Taylor Sons Company, South Shore, Kentucky, and is a member of several engineering societies. He joined the Scioto Technical College faculty in 1971.

7. Robert Decker - Instructor, Data Processing

B.S. - Business Education, Indiana State University, Indiana, Pa., 1952

Mr. Decker has taught bookkeeping in high schools in both Pennsylvania and Ohio from 1954 to 1957. From 1957 to 1965, he was a computer programmer for the Philadelphia National Bank and the Union National Bank of Pittsburgh, Pa. From 1965 to 1968, he was school coordinator for Computer Research, Inc., and taught Data Processing at the Fayette County (Pa.) Vocational - Technical School. From 1968, until he joined Scioto Technical College faculty in 1971, he was Data Processing Manager of the Ohio County School System, Wheeling, West Virginia.

8. Larry Estep - Instructor, Retail Mid-Management

B.B.A. - General Business, Ohio University, 1967

Mr. Estep has six years of experience in automobile retailing. He joined Scioto Technical College in 1972.

9. Orville Ferguson - Instructor, Civil Engineering

B.S. - Mathematics, West Virginia State University, 1964

Mr. Ferguson is a registered surveyor in the State of Ohio. He has worked as a surveyor for seven years for the Roy McGovney Company of Portsmouth, Ohio, and also practices privately. He joined Scioto Technical College in 1971.

10. Cathleen Fluty - Instructor, Communication Skills

A.B. - Social Studies, Marshall University, 1944

M.A. - English Education, Marshall University, 1963

NDEA Institute, Ohio State University, 1966

Mrs. Fluty has extensive experience in English teaching in several Portsmouth area high schools, and has also instructed in English at the Portsmouth Branch of Ohio University. She is a member of several reading and English professional associations. Mrs. Fluty joined the Scioto Technical College faculty in 1971.

11. Michael Gampp - Instructor, Accounting & Data Processing

B.S. - Mathematics and Accounting, Morehead State University, 1969

Mr. Gampp has worked as a programmer-analyst for IBM at Lexington, Kentucky, and also has two years teaching experience in mathematics in Kentucky and Ohio high schools. He is presently completing requirements for the M. B. E. degree at Morehead State University. Mr. Gampp joined the Scioto Technical College faculty in 1971. In March, 1973, he became Director of Business Affairs for the college.

12. Gary Gemmer - Instructor, Physics and Chemistry

B.S. - Education, Morehead State University, 1965

M.A.T. - Chemistry, Miami University, 1970

Mr. Gemmer has taught physical and biological science in Ohio high schools from 1965 to 1971. He joined the Scioto Technical College faculty in 1971.

13. Ali A. Golji - Director, Medical Laboratory Technology

B.S. - Medical Technology, Wayne State University, 1963

M.S. - Biological Science, Marshall University, 1966

Mr. Golji has nine years of teaching experience in the medical and biological science area at Rio Grande College. He joined Scioto Technical College in 1972.

14. Patricia V. Griffith - Instructor, Dental Hygiene

Certificate in Dental Hygiene - University of Michigan, 1945

Mrs. Griffith has been in practice since 1945 in Columbus, Jackson, Toledo, and Chillicothe, Ohio, and is a past president of the Ohio Dental Hygiene Association. She is presently working toward the B.S. degree in Education at Ohio University. Mrs. Griffith joined Scioto Technical College in 1972.

15. Wayne Gunselman, Jr. - Instructor, Medical Lab Technology

B.S. - Nutrition, Ohio State University, 1972

Mr. Gunselman has seven years of experience as a medical laboratory technologist at Children's Hospital, Columbus, Ohio, and was a research assistant in the Department of Microbiology at Ohio State University. He has also worked for the Fairmont Foods Company as a laboratory technician. He joined Scioto Technical College in 1972.

16. Charles R. Irwin - Instructor, Electro-Mechanical Technology

Associate Degree in Engineering, Ohio University, 1969

B.S. - Electrical Engineering, Ohio University, 1971

Mr. Irwin's experience includes teaching at the U.S. Army Engineer School and employment at the central research laboratories of the Mead Paper Company, Chillicothe, Ohio, from 1962 to 1971. Mr. Irwin joined the Scioto Technical College faculty in 1971.

17. Dennis W. Kirsch - Instructor, Chemistry and Physics

B.Ch.E. - Chemical Engineering, Ohio State University, 1964

M.S. - Chemical Engineering, Ohio State University, 1964

M.B.A. - Finance, Ohio State University, 1971

Mr. Kirsch's experience includes work as a chemist with the U.S. Navy in 1961, as a development engineer and market research specialist with the Diamond Alkali Company, Cleveland, Ohio, from 1964 - 1967, and as a research engineer with Hercules, Incorporated, 1967 - 1970. Mr. Kirsch has also been an instructor in chemistry at the Portsmouth Branch of Ohio University since 1971, and joined the Scioto Technical College faculty in 1972.

18. Joyce Kiser - Instructor, Business Education

A.B. - Secretarial Science, Morehead State University, 1967
M.B.E. - Morehead State University, 1971

Mrs. Kiser has worked as an administrative secretary with the U.S. Internal Revenue Service in 1964 - 1965, and has taught business subjects in both Kentucky and Indiana public school systems. She joined the Scioto Technical College faculty in 1972.

19. Shannon Kiser - Instructor, Speech and Communication Skills

B.A. - English and History, Morehead State University, 1965
M.A. - English, University of Kentucky, 1970

Since 1965, Mr. Kiser has taught English and speech in Ohio, Kentucky, and Indiana public school systems. He joined the Scioto Technical College faculty in 1972.

20. Ronald Miller - Instructor, Electro-Mechanical Engineering

B.S. - Electrical Engineering, Indiana Tech, 1972

Mr. Miller was employed as a junior electrical engineer for three years at Goodyear Atomic Corporation, Piketon, Ohio, in the period 1966 to 1972. He joined Scioto Technical College in 1972.

21. David F. Prior - Instructor, Mathematics

B.S. - Mathematics, East Texas Baptist College, 1967
M.S.T. - Mathematics, Middle Tennessee State University, 1969
Post Graduate studies at University of Virginia

Mr. Prior has one year of high school teaching experience, as well as four years of college-level experience in mathematics teaching at Middle Tennessee State University and at Virginia Western Community College. Mr. Prior joined the Scioto Technical College faculty in 1972.

22. Sally Ream - Instructor, Dental Hygiene

Certificate in Dental Hygiene - Ohio State University, 1964

Miss Ream has been a practicing dental hygienist since 1964 in Dayton and Portsmouth, Ohio, and is active in both state and national dental hygiene associations. She has attended several post-graduate courses in special topics related to dental hygiene, and has been associated with Scioto Technical College since 1971.

23. Ronn Rucker - Instructor, Sociology

B.A. - Sociology, Otterbein College, 1970

M.A. - Sociology, Ball State University, 1971

Additional work toward doctorate at University of Cincinnati, 1972

In addition to Mr. Rucker's duties at Scioto Technical College, he also teaches at the Portsmouth Branch of Ohio University, and is also a consulting social psychologist to the Scioto County Juvenile Court. He joined Scioto Technical College in 1972.

24. Lois A. Shumway - Professor, Accounting

B.A. Economics and Accounting, Ohio Wesleyan University, 1950

M.A. Business Education, New York University, 1954

Additional work toward doctorate at University of Pittsburgh

Professor Shumway has extensive college teaching experience, having been assistant professor of Business Education at Findlay College, Findlay, Ohio, from 1964-1972. From 1961-1964 she was assistant professor of Accounting and Secretarial Technology at Broome Technical Community College, Binghamton, New York, and from 1957 to 1961, was assistant professor of Secretarial Science at West Liberty State College, Wheeling, West Virginia. Prior to this, she has been associated with Ohio University, Portsmouth East High School, and the Cardington, Ohio High School. She joined Scioto Technical College in 1972.

25. John W. Shupert - Professor, Mathematics

B.S. - Elementary Education, Ohio University, 1960

M.A. - Mathematics, Louisiana State University, 1965

M.A. - Mathematics, University of Illinois, 1971

Mr. Shupert instructed in mathematics in several Ohio public school districts from 1957 to 1964. From 1965 to 1971, he was assistant professor of mathematics at Rio Grande College, Rio Grande, Ohio. He was also faculty association president for two years, as well as golf coach. Mr. Shupert joined Scioto Technical College in 1971.

26. Kathleen Simon - Instructor, Communication Skills

B.A. - English, Eastern Kentucky University, 1969

M.A. - English, Eastern Kentucky University, 1970

Additional work toward doctorate at University of Kentucky, 1971

Miss Simon's teaching experience includes high school student teaching and teaching of English composition as a graduate student at Eastern Kentucky University and at the University of Kentucky, where she began work toward the Ph.D. degree in English. Miss Simon joined the Scioto Technical College faculty in 1971.

27. Billy K. Spears - Instructor, Data Processing

B.S. - Mathematics and Computer Science, U.S. Air Force
Institute of Technology, 1962

Mr. Spears retired from the U.S. Air Force in 1970, having spent the last eight years of his service in data processing. He has taught mathematics and/or data processing at Seminole Junior College, Sanford, Florida (1962), the University of Omaha, Omaha, Nebraska (1965), Riverside Junior College, Riverside, California (1968-70), and Jones College, Orlando, Florida (1971), prior to joining the Scioto Technical College faculty in 1973. He is also a consultant to business in data processing.

28. Charles A. Staggs - Instructor, Engineering Drawing

B.S. - Architectural Engineering, University of Kentucky, 1938

Mr. Staggs' experience includes employment at the American Air Filter Company at Louisville, Kentucky, as a foreman, as production manager for the Sandusky-Winger Company, and as a materials analyst for the War Production Board during World War II. For the last 15 years, Mr. Staggs has been self-employed as an architect and civil engineer. He joined Scioto Technical College in 1971.

29. Herbert W. Stotz - Instructor, Civil Engineering Technology

M.S. - Civil Engineering, University of Michigan, 1969

B.S. - Civil Engineering, Ohio University, 1960

Mr. Stotz was employed as a civil engineer by the Libbey-Owens-Ford Company from 1964-1969, and from 1969-1971 was employed by three private engineering firms engaged principally in the design of municipal water and sewage systems. Mr. Stotz has four years of active service in the U.S. Navy where he served as an engineering administrator at several naval bases. He presently holds the rank of Lieutenant Commander in the Naval Reserve. He joined Scioto Technical College in 1972.

30. Frank Trogus - Instructor, Plastics Engineering

B.S. - Chemical Engineering, University of Dayton, 1969

M.S. - Chemical Engineering, University of Dayton, 1971

Mr. Trogus has been an instructor of Chemical Engineering at the University of Dayton and a process engineer for the Shell Oil Company in Houston, Texas. He joined Scioto Technical College in 1971.

31. Ralph Vanzant - Instructor, Water and Outdoor Recreation

B.S. - Wildlife Management, Ohio State University, 1963

Mr. Vanzant served as Assistant Chief, Division of Parks and Recreation for the state of Ohio from 1969-1971. He was Administrative Assistant in the same department in 1969. From 1965 to 1968 he was director of wildlife and camping for the city of Wheeling, West Virginia. He has been self-employed since 1971. Mr. Vanzant joined Scioto Technical College in 1972.

32. Larry Walters - Instructor, Retail Mid-Management

B.B.A. - Kent State University, 1969

M.S. - Technical Education, University of Akron, 1971

Mr. Walters has been an agent for the National Life and Accident Insurance Company, has worked in sales for Sears, Roebuck and Company in Akron, Ohio, and was most recently an auditor for Roadway Express Company of Akron, Ohio. He has previously taught management courses at the University of Akron. He joined Scioto Technical College in 1971.

33. Daniel D. Weddington - Instructor, Accounting

B.B.A. - Management, Marshall University, 1970

Mr. Weddington was employed at the Lorain works of the U.S. Steel Corporation as a cost analyst in 1970-1972 and has experience as an accounting and disbursing specialist in the U.S. Army. He joined Scioto Technical College in 1972.

34. John Williams - Library Supervisor

A.B. - University of Michigan, 1951

A.M.L.S. - University of Michigan, 1965

Mr. Williams has seven years progressively responsible library experience including the Toledo Public Library and Head Reference Librarian at the Colgate University Library. He is currently Head Librarian at Ohio University Portsmouth and also supervises the Technical College Library.

APPENDIX C

ADVISORY COMMITTEES

Advisory Committce to the President

Mr. Ebbie Glockner
President Chamber of Commerce
Phone: 353-1116

Mr. Richard Diehl
President Ohio Stove
Phone: 354-3183

Mr. Ernest E. Brayshaw
President & General Manager
Empire-Detroit Steel Division
Cyclops Corporation
Phone: 456-2111

Mr. Richard Flanery
Supervisor of Administration and Production
U.S.S. Chemicals Corporation
Phone: 353-0409

Mr. Lloyd Fuller
Manager Industrial Relations
Goodyear Atomic Corporation
Phone: 289-2331

Mr. Edward Levi
Vice President
Levi Furniture Company
Phone: 354-3244

Mr. George Stowell
Editor Portsmouth Times
Phone: 353-3101

Mr. Jack Monroe
President Manufacturing
Williams Manufacturing Company
Phone: 353-5111

Mr. George L. Davis
Farmer
Phone: 353-1798

Mr. Frank Tiedge
Owner
Frank Tiedge Ford Company
Phone: 354-3101

Mr. William Walter
Industrial Engineer
Ohio Power Company
Phone: 353-4131

Accounting Technology

Mr. Richard Gardner, Accountant
Portsmouth-Vetter Insurance
739-5th Street
Portsmouth, Ohio

Mr. William T. Richards, President
Portsmouth Banking Company
Portsmouth, Ohio

Mr. Thomas B. Reynolds, CPA
700 Masonic Building
Portsmouth, Ohio

Mr. David W. Wilson, CPA
222 Offnere Street
Portsmouth, Ohio

(continued)

Accounting Technology (continued)

Mr. J. T. Jefferson, Vice President
National Bank of Portsmouth
Portsmouth, Ohio

Mr. Wilbur Hanes
Security Central National Bank
825 Gallia Street
Portsmouth, Ohio

Mr. Donald Allen, Comptroller
Empire-Detroit Steel Corporation
Division of Cyclops Corporation
4220 Rhodes Avenue
New Boston, Ohio

Banking and Finance Technology

Mr. James Tracy, Vice President
Portsmouth Banking Company
602 Chillicothe Street
Portsmouth, Ohio

Mr. Gerald Jenkins
American Savings & Loan Association
503 Chillicothe Street
Portsmouth, Ohio

Mr. Larry Cayton
Security Central National Bank
825 Gallia Street
Portsmouth, Ohio

Mr. Greg Nichols, Manager
Public Finance Corporation
304 Chillicothe Street
Portsmouth, Ohio

Civil Engineering Technology

Mr. Jim Weaver, Civil Engineer
Portsmouth City Engineering Department
Portsmouth, Ohio

Mr. Gus Thompson, Chief Draftsman
Portsmouth City Engineering Department
Portsmouth, Ohio

Mr. C. S. Bowen
Route 2, Box 568
Portsmouth, Ohio

Mr. Lowell Burns, Surveyor
2143 Elmwood Drive
Portsmouth, Ohio

Mr. Harlan Danner
Civil Engineer
Court House
Portsmouth, Ohio

Mr. Robert Moore
Personnel Director
Southern Ohio Correctional
Institution
Lucasville, Ohio

Data Processing Technology

Mr. Dave Carter, Systems Analyst
Williams Manufacturing Company
930 Murray Street
Portsmouth, Ohio

Mr. Ed Kalb
3351 Seneca Drive
Portsmouth, Ohio

Mr. Jack Harness
Route 2
Minford, Ohio

Mr. Robert Romanello
Route 2
Minford, Ohio

Mr. Jim Lozier, Supervisor Data Processing
Security Central National Bank
825 Gallia Street
Portsmouth, Ohio

Mr. Jordan Williams
Data Processing Supervisor
Goodyear Atomic
P. O. Box 628
Piketon, Ohio 45661

Mr. Robert Sudman
Empire Detroit Steel
Division of Cyclops Corporation
4220 Rhodes Avenue
New Boston, Ohio

Dental Hygiene

David Wolery, D.D.S.
2902 Scioto Trail
Portsmouth, Ohio

Gregory Gillen, D.D.S.
1613 Kinney's Lane
Portsmouth, Ohio

Richard Brunner, D.D.S.
41 National Bank Building
Portsmouth, Ohio

Lawrence Fried, D.D.S.
Scioto Memorial Medical Complex
Portsmouth, Ohio

Thomas Honaker, D.D.S.
220 National Bank Building
Portsmouth, Ohio

Thomas Moorhead, D.D.S.
5423 Gallia Street
Sciotoville, Ohio

Robert Nelson, D.D.S.
1425 Offnere Street
Portsmouth, Ohio

M. R. Pierron, D.D.S.
1965 Scioto Trail
Portsmouth, Ohio

Richard Scurlock, D.D.S.
1725 - 27th Street
Portsmouth, Ohio

Electro-Mechanical Engineering Technology

Mr. Lynn Fuller
Fuller Electronics
816 Gallia Street
Portsmouth, Ohio

Mr. Dave Upp
William Lewis & Associates
740 1/2 - 5th Street
Portsmouth, Ohio

Mr. William Walters, Engineer
Ohio Power Company
Portsmouth, Ohio

Mr. Howard Boldman
Eastland Joint Vocational School
Eastland, Ohio

Mr. Ronald Elswick
Maintenance Construction Engineer
Ohio Power Company
Portsmouth, Ohio

Mr. Lewis J. Martin, Superintendent
Electrical Maintenance
Rolling Mill, Empire-Detroit Steel
Corporation
Portsmouth, Ohio

Mr. Howard Bihl, Superintendent
Electrical Maintenance
Empire-Detroit Steel Corporation
Portsmouth, Ohio

Executive Secretarial Technology

Mrs. Connie Eckhart
Route 4
Lucasville, Ohio

Mrs. Elizabeth Slattery, City Clerk
Portsmouth City Offices
Portsmouth, Ohio

Mr. Lowell E. Thompson, Administration
Scioto Memorial Hospital
Portsmouth, Ohio

Mr. Robert L. Moore, Personnel Officer
Southern Ohio Correctional Facility
Lucasville, Ohio

Mrs. Mary Lou Hawkins
Blazer Construction Company
Enid Drive
Wheelersburg, Ohio

Mrs. Cynthia Gerlach
1030 Kinney's Lane
Portsmouth, Ohio

Mrs. Elizabeth Wolff
740 Second Street
Portsmouth, Ohio

Medical Laboratory Technology

Mr. Edward A. Roberto, Administrator
Brown County General Hospital
Georgetown, Ohio

Ms. Roberta Clark, Medical Technologist
Brown County General Hospital
Georgetown, Ohio

Dr. Gerald Penn, Clinical Pathologist
Children's Hospital
Columbus, Ohio

Mr. Wayne Stives, Chief Technologist
Children's Hospital
Columbus, Ohio

Mr. Gordan Stricher, Chief Technologist
Chillicothe Hospital
Chillicothe, Ohio

Mr. Howard L. Koss
Medical Technologist
Chillicothe Hospital
Chillicothe, Ohio

Ms. Mildred Goodall
Chief Technologist
Lawrence County General Hospital
Ironton, Ohio

Ms. Sandra Sargent,
Medical Technologist
Pike County Hospital
Waverly, Ohio

Ms. Libia A. Socarras, M.D.
Acting Chief Laboratory Service
Veteran's Administration Hospital
Chillicothe, Ohio

Plastics Engineering Technology

Mr. Richard Flanery
U.S.S. Chemicals Corporation
Box 127
Ironton, Ohio

Mr. Gary Howell
Route 1
Portsmouth, Ohio

Mr. Harold Clausing, President
Century Last Company
1831 - 10th Street
Portsmouth, Ohio

Mr. Tom Scamn, Plant Manager
Century Last Company
1831 - 10th Street
Portsmouth, Ohio

Retail Mid-Management Technology

Mr. Don Covert, Owner
Covert's Furniture Store
831 Gallia Street
Portsmouth, Ohio

Mr. Richard Marting, President
Marting's Department Store
515 Chillicothe Street
Portsmouth, Ohio

Mr. Vernon Morgan
Morgan Bros. Jewelry Store
734-5th Street
Portsmouth, Ohio

Mr. Jim Strafford
Craigmiles Furniture Store
936 Gallia Street
Portsmouth, Ohio
(continued)

Retail Mid-Management Technology (continued)

Mr. David Vetter, President
Citizen Savings & Loan Association
511 Chillicothe Street
Portsmouth, Ohio

Mr. Fred Anderson, Manager
Sears, Roebuck & Company
301 Chillicothe Street
Portsmouth, Ohio

Mr. W. Denny, Manager
J.C. Penney Company, Inc.
315 Chillicothe Street
Portsmouth, Ohio

Mr. John Grohman, President
Standard Supply Company
1004 Findlay Street
Portsmouth, Ohio

Social Services Technology

Mr. Robert Raines
Director of Scioto County Welfare Department
Portsmouth, Ohio

Mrs. Agnes Edwards
Portsmouth Receiving Hospital
Portsmouth, Ohio

Mr. Howard Taylor
Employment Specialist
Rehabilitation Service Commission
Portsmouth, Ohio

Mrs. Jim Schatten
Assistant Superintendent
Southern Ohio Correctional Facility
Lucasville, Ohio

Mr. Carl S. Frey
Project Coordinator
Rehabilitation Service Commission
Portsmouth, Ohio

Mrs. Hortense Robinson
Social Worker
Southern Ohio Correctional Facility
Lucasville, Ohio

Water and Outdoor Recreation Technology

Mr. Larry Blanton
Security Central National Bank
3977 Rhodes Avenue
Portsmouth, Ohio

Mr. William Schilling
Shawnee State Forest Office
Friendship, Ohio

Mr. James Sweeney
Portsmouth, Ohio

Mr. John VanMeter
VanMeter Farms
Waverly, Ohio

APPENDIX D

SCIOTO TECHNICAL COLLEGE
CRITERIA FOR THE EVALUATION OF INSTRUCTIONAL STAFF

Evaluator _____		Evaluatee _____				
1. CRITERIA FOR EVALUATION OF INSTRUCTIONAL PERFORMANCE		Outstanding	Acceptable	Not Acceptable	Not Applicable	Comments (Required for ratings of Not Acceptable)
a. Instructional Performance-Preparation						
1. Develops clearly defined and appropriate goals.						
2. Selection of content and organization of course demonstrate understanding of the principles of continuity, sequence, and integration.						
3. Identifies in performance terms the objectives which students are to achieve in each learning sequence and the conditions under which they are to demonstrate the degree to which they have attained these objectives.						
4. Development of instructional strategies which enable students to achieve specified learning objectives including provision for different methods of instruction to meet the needs of different students.						
5. Is aware of and selects learning resources appropriate to the specified learning objective.						
6. Attempts to develop interdisciplinary experiences for students. (Relates learning materials to that of other courses, etc.)						
b. Instructional Performance - Actual Student-Teacher Contact in an instructional situation.						
1. Motivates students and stimulates intellectual curiosity.						
2. Communicates effectively at level appropriate to the ability of students to understand and assimilate.						

	Outstanding	Acceptable	Not Acceptable	Not Applicable	Comments (Required for ratings of Not Acceptable)
3. Established good rapport and maintains enthusiasm, interest and a sense of humor in a learning environment that is conducive to student learning.					
4. Prepares thoroughly for each class.					
5. Evidences sincere interest in subject being taught.					
6. Demonstrates comprehensive knowledge of his subject.					
7. Treats students with respect.					
8. Shows capacity to awaken in students an awareness of the relation of his subject to other fields of knowledge and real life.					
c. Instructional Performance-Evaluation of Results of Instruction.					
1. Uses appropriate diagnosis and evaluative instruments which effectively measure the degree to which the student has achieved the goals and objectives of the learning sequence, and which promote development of appropriate knowledge, skills, and attitudes by students.					
2. Is fair, reasonable and prompt in use of student evaluation procedures.					
3. Recognized his responsibility for the academic success of the student.					
4. Established clearly defined grading procedures and standards in accordance with the grading policy of the college.					
5. Uses feedback from experience with students to revise and up-date content, objectives, and instructional strategies.					

2. CRITERIA FOR EVALUATION OF CONTRIBUTION TO COLLEGE AND COMMUNITY	Outstanding	Acceptable	Acceptable Not	Applicable Not	Comments (Required for ratings of Not Acceptable)
1. Seeks to promote the purposes of the college and its program.					
2. Willingly and effectively serves on Divisional and College-wide committees.					
3. Is a positive influence on colleagues.					
4. Assumes share of divisional responsibilities.					
5. Interprets and supports the College in the community.					
6. Uses his professional skills and abilities in community affairs.					
7. Properly and promptly performs routine administrative duties (reports, forms, grades, etc.)					
8. Assists the chairman in procurement of appropriate materials and supplies.					
9. Demonstrates responsibility in handling unusual tasks which show respect for ability.					
3. CRITERIA FOR EVALUATION OF PROFESSIONAL GROWTH					
1. Pursues relevant advanced study to increase professional competence.					
2. Is active in local, state and national organizations relevant to his position with the College.					
3. Shows evidence of professional growth through independent study.					
4. Demonstrates knowledge of current professional literature in his field.					
5. Has established favorable reputation with colleagues, both within and outside of the institution.					

	Outstanding	Acceptable	Not Acceptable	Not Applicable	Comments (Required for ratings of Not Acceptable)
6. Demonstrates knowledge of theories of learning and curriculum research in areas of his proficiency.					
7. Takes advantages of opportunities for self-improvement presented him by the College (workshops, in-service training sessions and materials, etc.)					
4. CRITERIA FOR EVALUATION OF PERSONAL QUALITIES AND INTER- PERSONAL RELATIONSHIPS					
1. Stamina (Physical ability to perform duties).					
2. Dependability (Punctually accomplished desired actions with minimum supervision).					
3. Ingenuity (Ability to find solutions regardless of obstacles).					
4. Initiative (Self-reliance - extent to which staff member takes necessary and proper action on his own).					
5. Co-operation (Works in harmony with others as a team member, includes consideration for others).					
6. Tact. (How well one states what is appropriate without giving unnecessary offense).					
7. Understanding (Appreciation of another person's viewpoint).					
8. Organization (Efficient utilization of time).					
9. Sense of humor.					
10. No distracting elements of speech, mannerisms or dress.					
11. Ability to relate effectively: a) with colleagues b) with students c) with chairman d) with broader community					

	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>
Pre-Tech English	1	3	2	3	4
Communication Skills I	16	93	98	42	24
Communication Skills II	1	35	43	22	6
Communication Skills III	6	47	37	14	4
Communication Skills IV	1	7	6	2	1
Technical Writing	9	22	19	12	2
Speech II	3	3	3	1	0
Speech I	4	20	12	7	4
Sociology	8	19	14	17	13
Psychology	4	19	6	2	1

Rate these general education courses for interest. Circle the most appropriate response by using this coding system:

5 very interesting 2 below average
 4 interesting 1 dull
 3 average

	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>
Pre-Tech English	0	2	5	3	3
Communication Skills I	5	63	123	42	25
Communication Skills II	0	18	67	14	11
Communication Skills III	8	32	55	10	2
Communication Skills IV	1	5	9	1	1
Technical Writing	6	22	23	8	4
Speech II	0	5	4	1	0
Speech I	5	10	18	8	6
Sociology	15	15	21	9	12
Psychology	12	12	3	2	1

Rate the quality of instruction in these general education courses. Circle the most appropriate response by using this coding system:

5 excellent 2 poor
 4 good 1 very poor
 3 average

	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>
Pre-Tech English	2	3	5	1	1
Communication Skills I	41	112	82	13	6
Communication Skills II	16	46	49	2	0
Communication Skills III	17	45	36	4	0
Communication Skills IV	3	9	4	1	0
Technical Writing	14	22	22	2	3
Speech II	0	6	3	1	0
Speech I	7	15	19	5	3
Sociology	16	17	15	7	10
Psychology	6	16	9	0	0

Is there too much repetition in the communication skills classes?

66 YES

35 NO

GENERAL STUDIES QUESTIONNAIRE AND RESULTS

In terms of benefit to you, rate the following general studies classes which you have completed or will be completing this quarter. Circle the most appropriate response. High Low

the most appropriate response.	High				Low
	5	4	3	2	1
	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>
Pre-Tech English	1	4	4	2	2
Communication Skills I	41	64	100	36	21
Communication Skills II	10	34	52	13	6
Communication Skills III	11	32	44	15	5
Communication Skills IV	4	3	8	2	0
Technical Writing	7	23	25	7	2
Speech II	0	7	1	2	0
Speech I	6	8	20	9	3
Sociology	11	13	20	13	15
Psychology	7	19	4	0	1

Compared with similar courses in high school, with your technical courses, and with your expectation of what constitutes "college" work and performance, rate these classes. Circle the most appropriate response by using this coding system:

5 too difficult	2 easy
4 challenging	1 too easy
3 average	

	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>
Pre-Tech English	0	1	3	5	3
Communication Skills I	2	36	147	56	17
Communication Skills II	1	13	62	28	5
Communication Skills III	1	22	59	19	2
Communication Skills IV	1	7	8	1	0
Technical Writing	0	24	25	9	2
Speech II	1	4	4	1	0
Speech I	4	15	21	6	1
Sociology	1	14	31	14	8
Psychology	1	8	18	3	0

Rate the general education courses for applicableness or "estimated" usefulness. Circle the most appropriate response by using this coding system:

5 time well invested	2 not that helpful
4 worthwhile	1 wasted time
3 average	

CURRICULUM QUESTIONNAIRE
WATER AND OUTDOOR AND HEALTH TECHNOLOGIES

Class Standing _____ Academic Standing _____

1. Have you changed technologies? _____ If so, why?
2. What is your career objective?
3. How is this school going to help you achieve this objective?
4. What courses will be most beneficial?
5. Which courses will be least beneficial?
6. What additions would you make to the course?
7. What deletions would you make?
8. Are the textbooks beneficial?
9. Are the laboratories valuable?
10. Have you used a tutor?

Please rate the following by using a 1 to 5 rating system: (5) Superior; (4) Above Average; (3) Average; (2) Below Average; (1) Unsatisfactory

	<u>Five</u>	<u>Four</u>	<u>Three</u>	<u>Two</u>	<u>One</u>	<u>No Answer</u>
13. Is the Physics Curriculum related to your technology?	13	22	43	11	1	11
14. Rate the quality of Physics instruction.	22	24	33	6	2	15
15. Is the Math curriculum related to your technology?	23	38	32	5	2	2
16. Rate the quality of Math instruction.	26	45	22	6	2	1
17. Is the Engineering Drawing curriculum related to your technology?	15	27	36	5	4	17
18. Rate the quality of Drawing instruction.	22	32	25	5	2	24
19. PLASTICS ONLY! Is the chemistry curriculum related to your technology?	9	7	6	2	2	48
20. Rate the quality of Chemistry instruction.	2	3	9	10	3	47
21. Considering your present knowledge of the practices which you may encounter upon entering your technical field after graduation, how related are the <u>technical</u> courses in your program?	15	33	24	4	0	25
22. Rate the quality of instruction for the <u>technical</u> courses in your program.	18	36	21	0	2	24
23. Rate the sequence of courses in your technology.	12	29	31	4	0	24
	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>No Answer</u>		
24. Are there technical courses in your technology which are not important?	27	51	0	24		
25. Are there technical courses which should be added to your program?	33	36	0	33		
26. Do textbooks relate to courses?	48	4	19	21		
27. Are instructors utilizing methods which lead to quality instruction?	68	2	8	23		

QUESTIONNAIRE AND RESULTS

1. In what technology are you enrolled? 32 ACCOUNTING 31 DATA PROCESSING 32 EXECUTIVE SECRETARIAL 30 RETAIL MID-MANAGEMENT
2. Have you changed technologies since entering Scioto Technical College? 8 YES 112 NO
3. If you have changed technologies, did you change from another technology within the business area? 8 YES 7 NO
4. If you changed technologies, what was the major reason for the change? FIRST TECHNOLOGY TOO DIFFICULT FIRST TECHNOLOGY TOO EASY LACK OF INTEREST OTHER (please specify) _____
5. Do you feel that the mathematics courses relate to your program? 99 YES 18 NO
6. Are you enrolled in a developmental course in Math? 23 YES 92 NO
7. If you are enrolled in a developmental course in Math, is it bringing you up to where you should be? 13 YES 14 NO
8. Have you ever taken advantage of the "tutor system" that we have? 19 YES 101 NO
9. If you have taken advantage of the "tutor system," has it helped you any? 18 YES 8 NO
10. As far as present experience allows, do you feel that the curriculum of your technology is 27 EXCELLENT 72 GOOD 29 FAIR 1 POOR.
11. Do you feel that the curriculum might be improved if the sequence of the courses were changed? 81 YES 34 NO
12. Overall, are you an 5 A 68 B 46 C or 1 D student?
13. What do you feel that are some of the strong points of your program?

14. Please rate the quality of the instruction in your courses (overall). 26 EXCELLENT 78 GOOD 18 FAIR or 2 POOR.
15. Would you recommend your program to your friends? 104 YES 14 NO

14. Please rate the quality of the instruction in your courses (overall).
26 EXCELLENT 78 GOOD 18 FAIR or 2 POOR.
15. Would you recommend your program to your friends? 104 YES 14 NO

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. How would you evaluate the instructor's attitude toward students?	0.8	2.1	21.5	37.1	38.2
2. How would you evaluate the instructor's receptivity to different opinions?	2.1	4.5	27.3	36.6	28.8
3. How capable was the instructor of conveying an enthusiasm for the subject?	1.3	5.0	23.9	34.4	35.2
4. How well informed with an up-to-date knowledge was the instructor?	1.3	3.3	18.4	33.0	43.9
5. How would you evaluate the clarity of the instructor's lecture?	2.9	7.4	28.7	30.7	30.1
6. How would you evaluate the relevance and helpfulness of the discussions?	3.3	6.9	28.7	32.3	29.4
7. How would you evaluate the intelligibility of the assignments?	1.7	4.4	32.6	32.5	28.2
8. When students requested explanations, how clear and relevant were the explanations?	3.0	6.0	23.2	34.3	33.3
9. How would you evaluate the instructor's freedom from distracting mannerisms?	1.3	4.3	25.5	34.1	34.6
10. How would you evaluate the dependability of the instructor in meeting classes on time?	0.6	1.3	15.4	27.5	55.0
11. How would you rate the instructor's availability for classes?	0.6	1.4	19.3	30.6	47.8
12. Regardless of your grade, how would you evaluate the contribution of the course to your education?	2.8	5.4	23.5	33.9	33.9
13. How would you evaluate the contribution which the instructor made to the course?	1.5	4.0	22.0	35.7	36.7

Student Evaluations of Course and Instructor

Results - Fall Quarter, 1972

(1,250 Responses)

A.	Yes - No Responses	<u>Yes (%)</u>	<u>No (%)</u>
1.	The instructor was friendly toward students.	97.0	3.0
2.	The instructor was receptive to differing opinions.	90.2	9.8
3.	The instructor conveyed enthusiasm for the subject.	90.8	9.2
4.	The instructor seemed well-informed, with up-to-date knowledge.	93.1	6.9
5.	The lectures were clear.	82.6	17.4
6.	Discussions were helpful and to the point.	90.7	9.3
7.	I was able to understand the assignments.	86.3	13.7
8.	Explanations were clear and to the point.	83.3	16.7
9.	The instructor was free from distracting mannerisms.	89.3	10.7
10.	Classes were met and on time.	96.9	3.1
11.	The instructor was available for conferences.	97.9	2.1
12.	Regardless of my grade, I definitely benefited from the course.	90.2	9.8

B. Numerical responses

(5 = Superior, 4 = Above average, 3 = Average, 2 = Below average, 1 = Unsatisfactory)

	Outstanding	Acceptable	Not Acceptable	Not Applicable	Comments (Required for ratings of Not Acceptable)
12. Conscientiousness (sense of responsibility).					
13. Flexibility.					
14. Poise-emotional stability.					
15. Maturity.					
16. Ability to accept constructive criticism.					
17. Integrity.					
18. Willingness to learn and profit from experience.					
FACULTY ADVISING AND OTHER NON-INSTRUCTIONAL STUDENT CONTACT					
1. Demonstrates familiarity with curriculum of other two year and four year Colleges in those areas related to his field of endeavor.					
2. Shows acceptable knowledge about needs of business and industry which employ students in his curricular areas.					
3. Demonstrates working knowledge about general education and graduation requirements, cut-off-scores, prerequisites, and other facts essential to proper advising of students.					
4. Maintains established office hours for student conferences.					
5. Serves willingly and effectively as advisor to student groups and clubs.					

APPENDIX E

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORT
ANNUAL INCOME — ALL CURRENT FUNDS

Institution:				Fiscal Year Ending:		
Scioto Technical College				June 30, 1973		
Source of Income (Central Campus and Off Campus Combined)	Total	Unrestricted and Restricted to I. & G.	Separately Budgeted Research	Public Services	Auxiliary Services	Student Aid
A. Income from Government						
1. State						
a. Instructional Subsidy	\$325,000.	\$325,000.				
b. Other, Through Regents						
c. Other State Agencies	114,500.	114,500.				
2. Local						
3. Federal Grants and Contracts						
4. Total Income from Government	\$439,500.	\$439,500.				
B. Income from Students						
1. Instructional Fees Collectible	\$225,000.	\$225,000.				
2. Instructional Fees Waived						
3. General (Services) Fees Collectible	37,500.	37,500.				
4. General (Services) Fees Waived						
5. Tuition (Out of State) Fees Collectible						
6. Tuition (Out of State) Fees Waived						
7. Other Fees and Charges Collectible						
8. Other Fees and Charges Waived						
9. Total Income from Students	\$262,500.	\$262,500.				
C. Other Income						
1. Endowment Income						
2. Private Gifts and Grants	\$ 3,000.					\$ 3,000.
3. Sales and Charges	45,000.				\$ 45,000.	
4. Income from Temporary Investments						
5. Other						
6. Total Other Income	\$ 48,000.				\$ 45,000.	\$ 3,000.
D. Total Income	\$750,000.	\$702,000.			\$ 45,000.	\$ 3,000.

Note: For purposes of this reporting system, "Current Funds Income" is to include all income from local government and from students. See instructions for details.

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORT
BUDGET ESTIMATE — CURRENT FUNDS INCOME AVAILABLE FOR I. & G. EXPENDITURES

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Institution:					Fiscal Year Ending:			
Scioto Technical College					June 30, 1973			
* Source of Income	July 1 - Sept. 30		July 1 - Dec. 31		July 1 - March 31		July 1 - June 30	
	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus
A. Income from Government								
1. State								
a. Instructional Subsidy	\$ 81,250.		\$162,500.		\$243,750.		\$325,000.	
b. Other, Through Regents								
c. Other State Agencies	28,625.		57,250.		85,875.		114,500.	
2. Local								
3. Federal Grants and Contracts								
4. Total Income from Government	\$109,875.		\$219,750.		\$329,625.		\$439,500.	
B. Income from Students								
1. Instructional Fees Collectible	\$ 56,250.		\$112,500.		\$168,750.		\$225,000.	
2. Instructional Fees Waived	.		.					
3. General (Services) Fees Collectible	9,375.		18,750.		28,125.		37,500.	
4. General (Services) Fees Waived								
5. Tuition (Out of State) Fees Collectible								
6. Tuition (Out of State) Fees Waived								
7. Other Fees and Charges Collectible								
8. Other Fees and Charges Waived								
9. Total Income from Students	\$ 65,625.		\$131,250.		\$196,875.		\$262,500.	
C. Other Income								
1. Endowment Income								
2. Private Gifts and Grants								
3. Sales and Charges								
4. Income from Temporary Investments								
5. Other								
6. Total Other Income								
D. Total Income	\$175,500.		\$351,000.		\$526,500.		\$702,000.	

Note: For purposes of this reporting system, "Current Funds Income" is to include all income from local government and from students, reported in Schedule 1 as "Unrestricted and Restricted to I. & G." See instructions for details.

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORT
BUDGET ESTIMATE — APPLICATION OF FUNDS AVAILABLE FOR I. AND G. EXPENDITURES

Institution:					Fiscal Year Ending:			
Scioto Technical College					June 30, 1973			
Item	July 1 - Sept. 30		July 1 - Dec. 31		July 1 - March 31		July 1 - June 30	
	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus
A. Resources								
1. Balance, July 1	\$ 12,500.		\$ 25,000.		\$ 37,500.		\$ 50,000.	
2. Add Current Funds Income (Schedule 2B)	175,500.		351,000.		526,500.		702,000.	
3. Add Transfers from:								
a. Separately Budgeted Research								
b. Public Services								
c. Auxiliary Services								
d. Student Aid								
e. Central Campus or Off Campus								
f. Other (Specify)								
4. Total Resources	\$188,000.		\$376,000.		\$564,000.		\$752,000.	
B. Commitments								
1. Instructional and General Expenditures	\$157,855.50		\$315,711.		\$473,566.50		\$631,422.	
2. Mandated Transfers to:								
a. Plant Funds								
b. Agency Funds								
c. Other (Specify in Footnote)								
3. Other Transfers to:								
a. Separately Budgeted Research								
b. Public Services								
c. Auxiliary Services								
d. Student Aid								
e. Plant Funds								
f. Other (Specify in Footnote)								
4. Total Commitments	\$157,855.50		\$315,711.		\$473,566.50		\$631,422.	
C. Balance, End of Period (A4 — B4)	\$ 30,144.50		\$ 60,289.		\$ 90,433.50		\$120,578.	

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORT
BUDGET ESTIMATE — INSTRUCTIONAL AND GENERAL EXPENDITURES

Institution: Scioto Technical College							Fiscal Year Ending: June 30, 1973		
Item	July 1 - Sept. 30		July 1 - Dec. 31		July 1 - March 31		July 1 - June 30		
	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus	Central Campus	Off Campus	
								Total	Indirect Costs from Central Campus
A. Expenditures by Function									
1. Departmental Instr. & Research	\$100,199.62		\$200,399.24		\$300,598.86		\$400,798.50		
2. Instructional Services									
3. Libraries	6,443.26		12,886.52		19,329.78		25,773.06		
4. Plant Operation and Maintenance	12,223.96		24,447.92		36,671.88		48,895.84		
5. Student Services	17,040.36		34,080.72		51,121.08		68,161.46		
6. General Expense	1,300.00		2,600.00		3,900.00		5,200.00		
7. General Administration	20,648.33		41,296.66		61,944.99		82,593.34		
8. Total Expenditures	\$157,855.53		\$315,711.06		\$473,566.59		\$631,422.20		
B. Expenditures by Object									
1. Personal Service (100)							\$429,160.00		
2. Staff Benefits (200)							76,762.20		
3. Supplies (300)							21,400.00		
4. Travel and Entertainment (400)							10,100.00		
5. Information and Communications (500)							18,600.00		
6. Maintenance, Repairs and Other Occupancy Expenses (600)							30,900.00		
7. Miscellaneous (710, 720, 730, 750, 760, 790 and 800)							11,000.00		
8. Equipment (940)							33,500.00		
9. Total Expenditures							\$631,422.20		

Note: Complete Part B only for the period July 1 - June 30.

DEPARTMENTAL INSTRUCTION AND RESEARCH EXPENDITURES

175

Institution:				Fiscal Year Ending:		
Scioto Technical College				June 30, 1973		
Program	Central Campus			Off Campus		
	Annual Expenditures	Variation		Annual Expenditures	Variation	
		From Budget	From Last Year		From Budget	From Last Year
81 Medicine						
Faculty Compensation						
Other Compensation						
Other Expenditures						
Total Medicine						
90 General Education						
Faculty Compensation	\$ 97,161.54					
Other Compensation						
Other Expenditures	4,500.00					
Total General Education	\$101,661.54					
92 Business Technologies						
Faculty Compensation	\$ 80,789.45					
Other Compensation						
Other Expenditures	19,500.00					
Total Business Technologies	\$100,289.45					
93 Health Technologies						
Faculty Compensation	\$ 56,647.34					
Other Compensation						
Other Expenditures	8,000.00					
Total Health Technologies	\$ 64,647.34					
94 Engineering Technologies						
Faculty Compensation	\$ 96,584.33					
Other Compensation						
Other Expenditures	750.00					
Total Engineering Technologies	\$109,334.33					
95 Natural Science Technologies						
Faculty Compensation	\$ 23,615.84					
Other Compensation						
Other Expenditures	1,250.00					
Total Natural Science Technologies	\$ 24,865.84					
96 Public Service Technologies						
Faculty Compensation						
Other Compensation						
Other Expenditures						
Total Public Service Technologies						
TOTAL EXPENDITURES						
Faculty Compensation	\$354,798.50					
Other Compensation						
Other Expenditures	46,000.00					
TOTAL — ALL EXPENDITURES	\$400,798.50					

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORTCanary Paper — BUDGET ESTIMATE
White Paper — ANNUAL REPORT**AUXILIARY SERVICES**

Institution: Scioto Technical College					Fiscal Year Ending: June 30, 1973			<input checked="" type="checkbox"/> Central Campus <input type="checkbox"/> Off Campus	176
Program	Current Income	Expenditures		Surplus or (Deficit)	Surplus or Deficit Allocation			Memorandum Indirect Costs	
		Current Operations	Capital Debt and Reserve		Allocation	Surplus Transferred to	Deficit Supported by		
Residence and Dining Halls					Balance in this Account				
					Unrestricted Funds				
					Other Accounts				
Student Union					Balance in this Account				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				
Intercollegiate Athletics					Balance in this Account				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				
Student Health Services					Balance in this Account				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				
Parking and Bus Service					Balance in this Account				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				
Bookstore	\$ 45,000.	\$ 43,000.		\$ 2,000.	Balance in this Account				
					Unrestricted Funds				
					Other Accounts				
Airport					Balance in this Account				
					Unrestricted Funds				
					Other Accounts				
Other					Balance in this Account				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				
Total	\$ 45,000.	\$ 43,000.		\$ 2,000.	Balance in Same Accounts				
					General (Services) Fees				
					Other Unrestricted Funds				
					Other Accounts				

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORT
STUDENT AID

Institution:					Fiscal Year Ending:		
Scioto Technical College					June 30, 1973		
Item	Combined Central Campus and Off Campus Current Year	Central Campus			Off Campus		
		Current Year	Variation		Current Year	Variation	
			From Budget	From Last Year		From Budget	From Last Year
A. Income							
1. From Restricted Funds		\$ 3,000.					
2. Transfers from Unrestricted Funds							
3. Other Transfers							
4. Other (Specify)							
5. Total Income		\$ 3,000.					
B. Expenditures							
1. Scholarships and Fellowships							
2. Fees Waived							
3. Other		\$ 3,000.					
4. Total Expenditures		\$ 3,000.					

Note: Athletic scholarships and fee waivers are to be reported under Intercollegiate Athletics in Auxiliary Services.

OHIO BOARD OF REGENTS
INSTITUTIONAL FISCAL REPORTCanary Paper — BUDGET ESTIMATE
White Paper — ANNUAL REPORT

SUMMARY

Institution:					Fiscal Year Ending:		
Scioto Technical College					June 30, 1973		
Item	Combined Central Campus and Off Campus Current Year	Central Campus			Off Campus		
		Current Year	Variation		Current Year	Variation	
			From Budget	From Last Year		From Budget	From Last Year
A. Income (Before Transfers)							
1. General Unrestricted		\$702,000.					
2. Restricted — Instructional and General							
3. Restricted — Separately Budgeted Research							
4. Restricted — Public Services							
5. Restricted — Student Aid		3,000.					
6. Auxiliary Services		45,000.					
7. Total		\$750,000.					
B. Expenditures							
1. Instruction and General		\$631,422.					
2. Separately Budgeted Research							
3. Public Services							
4. Auxiliary Services		43,000.					
5. Student Aid		3,000.					
6. Total		\$677,422.					

APPENDIX F



SCIOTO TECHNICAL COLLEGE

BOX 766 LUCASVILLE, OHIO 45648 614-259-5566

The Scioto Technical College is now in its second year of operation with over 400 full-time day students and 100 evening students pursuing an associate degree in one of ten different technologies.

We are presently considering adding another new associate degree program in Banking and Finance, which would begin in September 1973.

The advisory committee along with the college staff has drawn up a proposed program, a copy of which has been included for your perusal.

We are interested in providing those courses needed by your employees for upgrading their skills and to make available graduates who have majored in Banking and Finance.

We wish to extend to you a personal invitation to visit our college and meet the instructors in our business department. You will be impressed with both the caliber of instructors in the business field and the equipment provided for instruction.

In order that we may determine the needs in the area of Banking and Finance, we have included a questionnaire. We would appreciate your completing the questionnaire and returning it to us as soon as possible. Your assistance in this matter is greatly appreciated.

If you have questions, or if we can be of assistance to you, please call me at 259-5566 or write.

Sincerely,

Frank C. Taylor
President

FCT:mjr

BANKING AND FINANCE PROPOSED CURRICULUM

		<u>Lec.</u>	<u>Lab</u>	<u>Cr. Hrs.</u>
1st	Communication Skills I	5	0	4
	Business Mathematics	5	0	4
	Business Law I	5	0	4
	Prin. of Banking and Finance I*	3	2	3
	Accounting I	2	3	2
		<u>20</u>	<u>5</u>	<u>18</u>
2nd	Communication Skills II	5	0	4
	Accounting II	2	3	3
	Business Law II	5	0	4
	Credit and Collections*	5	0	4
	Prin. of Banking and Finance II*	4	0	3
		<u>21</u>	<u>3</u>	<u>18</u>
3rd	Communication Skills III	5	0	4
	Fund. of Data Processing*	2	3	3
	Accounting III	2	3	3
	Insurance I	2	0	2
	Installment Credit*	4	0	3
	Prin. of Bank Operations*	2	3	3
		<u>17</u>	<u>9</u>	<u>18</u>
Sum.	Banking and Finance Internship	0	0	13
Qtr.	Special Problems in Banking and Finance	0	0	2
				<u>15</u>
4th	Communication Skills IV (Bus. Corrsp.)	5	0	4
	Economics I	5	0	4
	Human Behavior	3	0	3
	Residential Appraising*	2	3	3
	Home Mortgage Lending*	3	3	4
		<u>18</u>	<u>6</u>	<u>18</u>
5th	Principles of Psychology	5	0	4
	Speech I	3	0	3
	Economics II	5	0	4
	Valuation of Real Estate*	2	3	3
	Investments I*	5	0	4
		<u>20</u>	<u>3</u>	<u>18</u>
6th	Principles of Sociology	5	0	4
	Personnel Management*	3	0	3
	Investments II*	5	0	4
	Mortgage Loan Servicing*	2	3	3
	Supervision and Personnel Admin.*	3	0	3
	Seminar in Consumer Finance	0	4	1
		<u>18</u>	<u>7</u>	<u>18</u>

BANKING & FINANCE QUESTIONNAIRE

I. Name of institution responding _____

Number of employees _____

Approximate number of your employees enrolled in classes after
work _____

Approximate yearly rate of turnover _____ employees

II. Do you have need for persons with two years of college with a major in

Banking & Finance? Yes _____ No _____

III. What comments do you have about the proposed two-year curriculum?
(Use rear side if needed.)

IV. Projected number of employees you plan to add for the following years:

1973	1974	1975	1976	1977	1978
------	------	------	------	------	------

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

Person completing this form

Phone number _____

Please return this form in the self-addressed envelope.

APPENDIX G

INTERNSHIP PROGRAMS

Summary of Executive Secretarial Internship Program

1. Contacts were made to place students during April and May. (In some cases it would have been better to have made contact during December or January.)
2. Weekly reports were received from each intern.
3. Each intern was visited on the job twice--once during July and then August.
4. In talking with businessmen at the completion of the internship program, it was found they were very enthusiastic concerning the program. They felt the students were adequately prepared for the job and that they demonstrated considerable maturity in handling the responsibility assigned them. It is significant that several of the employers wanted to retain the students on a part-time basis after resumption of classes.

The students felt that they had derived great benefit from the work experience and resumed classes with a new attitude toward learning and working.

None of the businessmen had suggestions as to course improvement or the program. It can be readily assumed that most of these businessmen acquainted with the internship program will be primary sources of placement in the 1973 intern period.

In the 1973 internship program eighteen students will be enrolled within the intern quarter out of a total enrollment of twenty-four individuals. The area of interning employers will expand to include Pike County, Ohio, and Boyd County, Kentucky, in addition to the Scioto County market.

Summary of Retail Mid-Management Internship Program

Total enrollees for the 1972 internship program were fifteen (15) students placed principally within the Scioto County vicinity. Employer evaluation of students in three primary areas of personal qualities, job skills, and liabilities based on point valuation of 0 to 9, indicated the following results:

- | | |
|------------------------------------|---|
| 1. Personal Qualities
(overall) | 31% rated superior in personal values
37% rated above average
26% rated average
6% rated below average |
| 2. Job Skills
(overall) | 21% rated superior in job performance
37% rated above average
38% rated average
4% rated below average |
| 3. Liabilities
(overall) | 9% rated above average in faults (frequently)
41% rated below average (seldom)
50% rated no noticeable traits |

Forecast for the 1973 internship program will be twenty-three (23) students who will be enrolling in the program.

Summary of Water and Outdoor Recreation Internship Program

1. Internees are placed within the summer quarter for a ten (10) week duration to work in state parks, private campgrounds, Boy Scout and YMCA camps, local marinas, municipal recreation programs, therapeutic recreation and correctional facilities.
2. Internees are supervised throughout the term by use of periodic critiques (3 sessions), and project reports in weekly summarizations.

Statistics

Total official visits by the coordinator of eleven (11) students interned in 1972 reflects 46% of total internees receiving one visitation from academic coordinator; 8% having two sessions; and 46% of internees being reviewed in three sessions.

Forecast for the 1973 internship program will be nineteen (19) students out of a total enrollment within technology of twenty-one.

Internship Guidelines for Medical Laboratory Technology

1. Prior to the admission into the internship program, a student is evaluated by a committee consisting of the Director, Coordinator, and Educational and Technical Consultant of the MLT Program. The evaluation

is based upon his total performance, theoretical as well as technical ability with more emphasis on the latter.

2. If a student does not meet the minimum scholastic requirements (the first six quarters of the curriculum in residence) for internship, and the evaluation committee recognizes the need for the student to continue his internship, the student may be directed to overcome the deficiency under the supervision of the MLT Staff of the Educational institution (Scioto Technical College) during the internship period.

3. The students qualified for internship will register for both quarters of internship and pay only the tuition fee of \$150 per quarter. A total of \$300 will be assessed. No general fee is charged.

4. During the internship, students are responsible for their room and board. Some clinical institutions may furnish to their students rooms, or room and board at reduced prices.

APPENDIX H

APPENDIX H

SCIOTO TECHNICAL COLLEGE PLACEMENT SERVICE

Procedures

The Office of Placement Service is located in the Student Service Department of Scioto Technical College.

The office is open daily from 8:00 a.m. until 4:00 p.m., Monday through Friday. Career counseling by professional staff members is also available during these times.

REGISTRATION FOR PLACEMENT SERVICE

The function of the Placement Office is to assist each graduate and alumnus of the Technical College in finding suitable employment.

This is done in the following ways:

1. Arranging interviews for graduates with representatives of Business, Industry, and Government Agencies.
2. Mailing credentials of graduates to prospective employers.
3. Vocational and employment counseling.
4. Notifying graduates of vacancies.
5. By maintaining good public relations with business and industry.

There is no fee charged for registration with the Placement Office. Any candidate for June graduation or alumnus of the Technical College may register.

Registration with the Placement Office simply means the filing of credential papers. Upon completion, they will be mailed to any prospective employer without charge at the candidate's request in writing.

FILING CREDENTIALS

The credential forms may be a candidate's first introduction to a prospective employer. Therefore, they should be carefully prepared. Your credential packet should contain: 1) one permanent credential form and transcript release, 2) three Student Evaluation sheets, and 3) letters of recommendation from previous employers.

The credential sheet and recommendation forms will be presented to prospective graduates during a prearranged regular class period in Fall Quarter by a representative of the Placement Department. Further details will be discussed at that time.

PREVIEW REGISTRATION

The Placement Preview, which is printed annually in the form of a brochure, contains a short synopsis of each technology and the number of graduates. The information is compiled, printed, and mailed to employers in business and industry throughout the area.

Employers use this publication to contact potential Scioto Technical job candidates about specific job openings.

EMPLOYMENT INTERVIEWS

Each year, the Placement Office invites representatives of various companies to interview prospective candidates for employment.

The dates and times these employers visit will be posted on the Announcement Bulletin Board in the foyer, listed in student newsletters and regular bulletins to the instructional staff.

SCHEDULING COMPANY INTERVIEWS

A company interview can be scheduled by coming to the Student Services Office at least one week prior to the employer's date on the campus.

Appointments are scheduled in the main office with a secretary. Check these carefully. Most employers request to interview in only specific technologies and do not wish to discuss employment in areas where they do not have job openings.

On the day of the interview, arrive at least ten minutes ahead of time, check with the receptionist for the name of the interviewer and be seated in the reception area. Instructors are to be notified if you will be missing their particular class.

PRINCIPLES OF COLLEGE RECRUITING

The Scioto Technical College Placement Office expects students to adhere to the following "Principles of College Recruiting":

1. In seeking interviews, the student should recognize his responsibility to analyze his interest and abilities, and consider carefully his career objectives and appropriate ways of meeting them. He should read available literature and consult other sources for information about the employer and organize these thoughts in order that he may intelligently ask and answer questions.

2. The student should contact the Office of Placement Services well in advance regarding interviews or cancellations.
3. The student should use care in filling out such forms as may be requested in preparation for the interviews.
4. In his interviews, the student should recognize that he is representing his college, as well as himself, and should be punctual and thoroughly businesslike in his conduct.
5. The student should promptly acknowledge an invitation to visit an employer's premises; however, he should accept an invitation only when he is sincerely interested in exploring employment.
6. As soon as the student determines that he will not accept an offer, he should immediately notify the employer.
7. The student should not continue to present himself for interviews after he has accepted an employment offer.
8. Acceptance of an employment offer by the student should be made in good faith and with sincere intention of honoring the employment commitment.
9. The student should keep the Placement Office advised concerning his employment negotiations.
10. Dress is of the utmost importance. Candidates should wear a coat and tie or a dress and hosiery and maintain a well-groomed neat appearance at all times.
11. Placement information, interviews, services, and assistance are provided only to properly registered students and graduates. Assistance will be automatically discontinued for:
 - a. Unethical behavior, such as breaking a contract rather than requesting release for just cause.
 - b. Failure to keep an interview appointment without a reasonable excuse.
 - c. Improper appearance for interviews.

PLACEMENT OFFICE

Scioto Technical College

STUDENT APPRAISAL RATING SCALE

Name of Student _____ When graduating _____
Date _____ Year _____School or College _____ Degree _____
(to be filled in by student)

BASIS FOR RATING STUDENT

Know well through personal
contacts outside of classroom
or officeKnow fairly well through class-
room and/or office contacts.Have general acquaint-
ance—do not know well
enough to rate.

The traits listed below are of importance to employers in selecting college graduates. Please rate this individual with respect to other students of comparable age and experience by placing a check mark (✓) in the most appropriate block following each characteristic.

	No Basis for Rating	Superior	Good	Average	Below Average
1. PERSONALITY Ability to make a favorable impression, friendliness, courtesy					
2. ATTITUDE Cooperativeness, receptiveness to crit- icisms or suggestions, ability to work with others					
3. MATURITY Emotional conduct, adult behavior					
4. ORIGINALITY and INITIATIVE Creative ability, imagination, sound- ness of ideas					
5. MASTERY OF SUBJECT MATTER					
6. DEPENDABILITY Ability to get results, reliability, promptness, attendance					
7. WRITTEN EXPRESSION a. Ability to organize and present thoughts in writing b. Grammar, spelling and vocabulary c. Neatness of presentation					
8. ORAL EXPRESSION a. Ability to communicate clearly and concisely b. Quality of grammar and vocabulary c. Poise and mannerisms d. Quality of voice-tone, modulation, and enunciation					

GENERAL COMMENTS (Please discuss on the back of this form any outstanding qualities, possible weak-
nesses, or overall impression)

No basis for additional comments

Rater's Signature _____ Position _____

Department _____ Date _____

(We request that the instructor please return the Student Rating Scale to the Placement Office as soon as poss-
ible)